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ABSTRACT

This manual is designed to assist Nebraska school districts in identifying high-ability students. Chapter 1, "Philosophy Regarding High-Ability Learners," explores characteristics of high-ability learners, the unique needs of high-ability learners, roadblocks to meeting student needs, the need for staff development, the importance of school climate, identification of student needs in the classroom, recognizing leadership potential in gifted students, and promoting intellectual development. Chapter 2, "Identification of High-Ability Learners," discusses available means for identification of high-ability learners and how a school district can use its resources within classrooms to help identify high-ability learners. Chapter 3, "Identification Procedures for High-Ability Learners: Applications for Underserved Populations," takes the approaches suggested in the previous chapter and applies them to underserved populations, particularly minority students, limited-English-proficient students, females, rural students, students with disabilities, socioeconomically disadvantaged students, and students with creative and artistic talents rather than academic talents. The final chapter, "Evaluation of the Identification Process," summarizes principles in identification and helps schools and districts evaluate their effectiveness in identifying students as high-ability learners and in staff development in the use of identification procedures. Appendices include identification forms and forms for evaluating identification procedures. (Contains 53 references.) (CR)

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Procedures for the Identification of High-Ability Learners

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Commissioner Comments

TO: Nebraska Educators

FROM: Douglas D. Christensen, Ph.D.

DATE: April 15, 1997

RE: Procedures for the Identification of High-Ability Learners

This manual has been prepared as a resource for school districts to use in identifying high-ability students. *Procedures for the Identification of High-Ability Learners* will help districts comply with Nebraska Legislative Bill 647, which requires them to identify learners with high-ability beginning in 1997-98.

Identification is a first step in assessing student needs and providing services to meet those needs. We are not identifying in order to separate students. Rather, we are identifying in order to include students and meet their needs in the classroom. A companion manual, *Promising Curriculum and Instructional Practices for High-Ability Learners* contains strategies for local school districts to use in meeting student needs.

School districts should move beyond using IQ tests and standardized tests as the primary means of identification. Instead, they should use multiple measures including student performance data, interest inventories, nominations, and other assessments. Samples are included in the manual.

It is important that as we improve educational excellence in our Nebraska schools, we not only raise the level of expectations for all, but also raise expectations to challenge high-ability learners. This manual will assist districts in Nebraska in lifting the "ceiling as well as the floor."

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Preface

Identifying K-12 students as high-ability learners is the first step to a workable and challenging educational program for all students. But that first step can be challenging for educators.

As suggested in Chapter One of this manual, **Philosophy Regarding High-Ability Learners**: Many parents claim, "I know what giftedness is, but I can't put it into words." Educators often say the same thing, especially those whose classrooms contain students with differing abilities and of diverse backgrounds and cultures.

"I know what giftedness is, but I can't put it into words."

Given funding constraints for education and a list of priorities for what monies there are, Nebraska educators often find their high-ability learners sitting in a classroom beside a struggling student. Some school districts have pull-out programs. Others expect the classroom teacher to adjust instruction within the classroom. Either way, the most important focus of any student's education is the identification by educators of his or her abilities. In order for a student to receive an education appropriate to his or her talent and academic acumen, that student must be identified accurately according to his or her abilities. Particularly in the case of high-ability learners, identification is often primarily the responsibility of the classroom teacher.

This manual, therefore, is geared to help educators to identify accurately high-ability learners. As such, it is divided into four interlocking chapters:

Chapter One:	Philosophy Regarding High-Ability Learners
Chapter Two:	Identification of High-Ability Students
Chapter Three:	Identification Procedures For High-Ability Learners: Applications for Underserved Populations
Chapter Four:	Evaluation of the Identification Process

Chapter One establishes Nebraska's philosophical bases: What do we in Nebraska believe about high-ability learners? What do we stand for in regard to their identification? How best can we achieve what we believe?

Chapter Two answers some of the questions raised in Chapter One. Given the philosophical positions established in Nebraska about high-ability learners, how are such learners identified, grades K-12? What means are available for identification? How might a school or district use its resources within classrooms to help identify its high-ability learners?

Chapter Three takes the approaches suggested in Chapter Two and applies them to underserved populations, particularly minority students, limited-English proficient students, females, rural, disabled, socioeconomically disadvantaged students, students with creative and artistic talents rather than academic, in other words, those populations least served by gifted programs. It attempts to answer the question: How in Nebraska might we identify the abilities of ALL our students, not only those traditionally sought as high-ability learners?

How in Nebraska might we identify the gifted abilities of ALL our students, not only those traditionally sought as high-ability learners?

Chapter Four, then, brings the other three chapters together. It summarizes the principles established in the first three chapters, and helps schools and districts evaluate their effectiveness in identifying students as high-ability learners and in developing staff in the use of identification procedures. Since teachers and other educators are the initial professionals for any effective identification program, what elements of staff development will help educators become more aware of how to identify high-ability learners? How successful have we been in identifying students, especially underserved students, as high-ability learners?

In addition to the interactive structure of the four chapters of this manual, there are certain principles of identifying high-ability learners which hold the chapters together. These include the following:

- Nebraska schools should purposefully establish a process by which they can identify their high-ability learners;
- Identification must move beyond the traditional measure of I.Q. tests;
- Nebraska's underserved populations must actively be considered. This may require alternative identification procedures that respond to the needs of particular populations of gifted students;
- "High-ability learner" also includes characteristics of students who are creative and talented as well as those academically gifted;

- Identifying Nebraska's high-ability learners is essential for the well-being of the state by allowing its gifted students an opportunity to be educated at their highest level;
- The major responsibility for identification is the classroom teacher; therefore, staff development is an essential part of the identification process;
- Finally, this manual is written with practicality in mind so that teachers and other educators will be able to use it, without demands on budget, to begin the identification of high-ability students right away.

Students with high ability range from those with general intellectual capabilities to those with specific academic aptitudes, creative thinking capacities, leadership skills, visual and/or performing arts abilities, or effective psychomotor abilities. They are urban students in a well-funded school as well as students in a poorly-funded rural setting; they are gifted/learning-disabled students as well as students whose culture validates other forms of giftedness over more traditional logical and linguistic labels. High-ability students are found among females as well as males. In other words, Nebraska's gifted student population is as diverse as the state itself.

It is our job as educators to find the means of fairly identifying all our high-ability learners. That is the purpose of this manual: to aid classroom teachers and other educators in finding the means of identifying ALL high-ability learners in all schools in Nebraska.

Nebraska's gifted population is as diverse as the state itself.

Writers of the **Identification Manual** are willing to help. Please feel free to contact them (see "Acknowledgements Page" for addresses, phone numbers, and e-mail addresses):

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User Guide for Identifying High-Ability Learners

This user guide is written in outline form to assist the reader in gaining an overview of the identification process.

INTRODUCTION

LB 647, which was adopted by the Nebraska Legislature in 1994, has the following requirements:

> For school year 1997-98 and each school year thereafter, each school district or ESU . . . shall identify learners with high-ability and contingent upon available local, state, or federal funding, provide programs or services that will address the educational needs of identified students at levels appropriate for the abilities of those students.

LB 647 contains the following definition of a learner with high ability:

> Learner with high ability shall mean a student who gives evidence of high performance capability in such areas of intellectual, creative, or artistic capacity or in specific academic fields and who require services or activities not ordinarily provided by the school in order to develop those capabilities fully (LB647, adopted 1994).

Myths: High-ability students . . .

- are always recognizable early in their school years;
- wear thick glasses and carry pocket protectors;
- are not good at sports;
- are self-sufficient; less able students **really** need the teacher's help;
- are well-behaved;
- are gifted in all areas;
- can always be identified by intelligence tests and academic achievement;
- are identified accurately by teachers, who often rely only on test scores;
- are self-motivated;
- always exhibit mature social behavior for their age;
- always get high grades;
- behave the same in and out of school;
- are encouraged to learn by the school's learning climate;
- are always easy to teach;
- are focused and competitive;
- are more likely to be Caucasian and are from middle-to-higher income levels.

STEPS IN THE PROCESS

Timeline

Identifying high-ability learners is a long-term process. If your school is new to identifying high-ability students, you may wish to consider this approach:

Year 1: First Semester: establish the Identification Committee
Year 1: Second Semester: establish the Implementation Committee, which identifies students with high-ability
Year 2: evaluate and reassess

Each local school will adapt its identification procedures to meet its own needs and populations.

Step 1: Set up the Identification Committee

- classroom teachers
- administrators
- school psychologist or counselor*
- students
- parents/guardians

  * if available

Purpose of the Identification Committee:

- develop an action plan for identification
- assess current status: needs, estimated number of high-ability students in the system, types of high-ability learners, resources available currently
- determine feasibility for implementing identification procedures
- select members of Implementation Committee
- determine school's mission regarding identification and goals for identification
- determine timeline
- determine identification and evaluation procedures
- create procedures to identify underserved population

Step 2: Set up the Implementation Committee

- classroom teachers (of high-ability learners)
- traditional classroom teachers
- gifted coordinator*
- administrator

*if available

Purpose of the Implementation Committee:

- examine data collected to determine inclusion for high-ability services
- protect student identities and identification data
- notify parents/guardians of students who are identified
- determine as identification is occurring what is and what is not effective in the school's/district's approach to identification

Step 3: Provide Staff Development (to help teachers learn how to identify students and differentiate instruction)

- provide in-house staff development: see commonly used forms and checklists within the manual
- use outside resources: Nebraska
- use outside resources: national

Step 4: Conduct Summative Evaluation of Identification Process

- determine what new procedures have been put in place for identification
- assess change in numbers of those identified*
- assess change in types of students identified* (underserved populations)
- determine staff response and ability in implementing identification procedures within the classroom
- determine change of and/or response from community, parents/guardians
- set up new approaches to identification as data warrants

*if school currently has an identification process; if not, the school could assess its success in establishing an identification process

Step 5: **Define Next Steps:** After students are identified, teachers and administrators need to design instructional strategies to meet their needs. (See Nebraska Department of Education Manual *Promising Curriculum and Instructional Practices for High-Ability Learners.*)

Student Characteristics and Abilities

Young Gifted
- is verbally precocious
- displays sensitivity at an early age
- constantly asks questions

Profoundly Gifted
- performs five years above grade level
- prefers to work independently
- becomes completely absorbed in certain activities
- has I.Q. at or above 145

Intellectual
- is curious; asks many questions
- has wide variety of interests
- has I.Q. at or above 130

Academic
- is high achiever
- shows advanced ability in one or more areas of achievement
- is highly motivated

Creative
- is good problem solver
- is risk taker
- has a good sense of humor
- gives unusual responses

Leadership
- has excellent interpersonal and intrapersonal skills
- is able to motivate others
- has a global perspective

Visual and Performing Arts
- displays expressive talents in drama, music, dance
- shows ability in fine arts

Psychomotor
- learns best by doing
- is action oriented in learning concepts, i.e., dance, theater
- enjoys building and constructing

Twice-exceptional
- is identified as having a mental and/or physical disability or handicap
- requires collaboration
- displays gifted traits

ESL
- speaks primary language at home
- requires non-verbal testing
- adapts and learns quickly

Culturally Diverse
- is highly verbal; uses colorful or unique words
- may distrust authority
- may have poor self concept

Rural
- has spatial abilities
- may not have access to academic and cultural resources
- may display giftedness outside of school activities

Female
- may be underachiever or perfectionist
- is verbally gifted
- has strong sense of ethics
- is group-oriented

Male
- has learning opportunities inhibited by community or ethnic values
- has learning opportunities inhibited by school learning climate
- is competitive

Low socioeconomic
- is highly transitory
- enjoys hands-on learning
- displays conflicting behaviors

Underachiever
- has indication of high intellectual ability
- demonstrates poor scholastic achievement
- shows lack of motivation

RESOURCES AVAILABLE IN THE MANUAL

Chapter 2: "Identification of High-Ability Students" (Optional Forms)

- General Characteristics of Gifted Students Checklist
- S.T.E.M.S. Observation of Gifted/Talented Student Characteristics
- Characteristics of Young Gifted Children
- A Self-Rating Scale for Leadership
- Nomination Forms: Parent/Guardian, Teacher, Self, Peer
- Connotations Associated with Gifted Students
- Characteristics of the Gifted that Tend to Screen Them out of Programs
- What Can Teachers Do Every Day in the Regular Classroom to Identify Potential Gifts and Talents?

Chapter 3: "Identification Procedures for High-Ability Learners: Applications for Underserved Populations" (Optional Forms)

- Myths
- Identification Tools Matrix
- Identification Checklist: Underserved Populations
- Checklist for Able Disadvantaged Students
- Guidelines on African-American Gifted Students
- Talent Pool Nomination
- Parent/Guardian Observation Checklist (Learning Characteristics; Language Development)
- Portfolio Guidelines
- Gifted Girls at Risk
- Characteristics of Creativity in Culturally Different Students
- Fifty-Five Personality Characteristics Related to Creativity

Chapter 4: "Evaluation of the Identification Process" (Optional Forms)

- Sample Progress Report (by numerical data)
- Assessment Guide
- Classroom Observation Checklist for Characteristics of High-Ability Students
- Evaluation of Identification Procedures: Underserved Populations
- Staff Development

Chapter 1
Philosophy Regarding High-Ability Learners

"The place to begin a gifted program is the regular classroom."

—Beverly Parke, Council for Exceptional Children

INTRODUCTION

Many parents claim, "I know what giftedness is, but I can't put it into words." Many teachers state that they also know which of their students are gifted but they are equally confused about how to adequately meet their needs. These thoughts and comments are often in reference to a particular child who seems to demonstrate high abilities. Unfortunately, there are many misconceptions about the terms "gifted and talented." With so many opinions and perceptions about Nebraska's high-ability learners, it is often difficult to meet the needs of these students.

Three questions relate to Nebraska's philosophy toward high-ability learners: 1. Who are Nebraska's high-ability learners? 2. What are their unique needs? 3. How can Nebraska's schools meet these needs?

WHO ARE NEBRASKA'S HIGH-ABILITY LEARNERS?

In Nebraska, the terms "high-ability learner" or "gifted and talented" are used interchangeably. Defining these terms can be a challenge in itself. With Nebraska's great diversity in geography and population, identifying the state's high-ability learners and meeting their needs may be unique to each school district. Between the 1985-86 school year and the 1995-96 school year, Nebraska doubled its population of Asians and Hispanics while experiencing a significant growth of American Indians and African-Americans.

One small neighborhood group of parents developed a definition of being gifted by saying:

> Giftedness is that precious endowment of potentially outstanding abilities which allows a person to interact with her or his environment with remarkably high levels of achievement and creativity.

Giftedness is that precious endowment of potentially outstanding abilities . . .

A 1971 report by the U. S. Commissioner of Education stated:

> Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:
>
> - general intellectual ability
> - specific academic aptitude
> - creative or productive thinking
> - leadership ability
> - visual or performing arts
> - psychomotor ability.

Using a broad definition of giftedness, a school system could expect to identify 10% to 15% of its student population as gifted and talented.

The 1972 "Marland Report" stated:

> [The gifted and talented are] ". . . children and whenever applicable, youth who are identified at their preschool, elementary, or secondary levels as possessing demonstrated or potential abilities that give evidence of high performance capability in areas such as intellectual, creative, specific academic or leadership ability or in the performing and visual arts, and who by reason thereof require services or ability not ordinarily provided by the school."

No one child manifests all of the attributes described by researchers or official definitions. Nevertheless, it is important for parents and educators to be fully aware of the ways in which giftedness can be recognized. By understanding typical characteristics of high-ability learners, educators and parents can develop a plan to meet their needs.

According to Joseph Renzulli (1986), gifted and talented children regardless of background are those who possess or who are capable of developing this composite of traits and applying them to any potentially valuable area of human performance.

A concept of talent should reflect both the current literature and the philosophy of the local community (Callahan, 1994). The U.S. Department of Education has adopted the following definition of outstanding talent:

Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor.

> Children and youth with outstanding talent perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.
>
> These children and youth exhibit high-performance capability in intellectual, creative or artistic areas, possess an unusual leadership ability, or excel in specific academic fields. They require services or activities not ordinarily provided by the schools.
>
> Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor. (Ross, 1993)

The definition of giftedness or talent is extremely broad and includes the concepts of intellectual ability, artistic or creative ability, leadership ability, and/or exceptional academic ability. Each community must determine the definition, the inclusion and the priority given to each of these talents. It is important to remember that these abilities are found in all cultural groups regardless of race, gender, economic level, location, or disability.

Characteristics of high-ability learners

The Council for Exceptional Children (1990) compiled a list of general characteristics of high-ability learners. These are:

- shows superior reasoning powers and marked ability to handle ideas; can generalize readily from specific facts and can see subtle relationships; has outstanding problem-solving ability;
- shows persistent intellectual curiosity; asks searching questions; shows exceptional interest in the nature of humanity and the universe;
- has a wide range of interests, often of an intellectual kind; develops one or more interests to considerable depth;
- is markedly superior in quality and quantity of written and/or spoken vocabulary; is interested in the subtleties of words and their uses;
- reads avidly and absorbs books well beyond his/her years;
- learns quickly and easily and retains what is learned; recalls important details, concepts and principles; comprehends readily;

Some characteristics of high-ability learners:

— asks searching questions
— reads avidly
— learns quickly and easily
— sustains concentration for lengthy periods
— shows initiative and originality

- shows insight into mathematical problems that require careful reasoning and grasps mathematical concepts readily;
- shows creative ability of imaginative expression in such things as music, art, dance, drama; shows sensitivity, and finesse in rhythm, movement, and bodily control;
- sustains concentration for lengthy periods and shows outstanding responsibility and independence in classroom work;
- sets realistically high standards for self; is self critical in evaluating and correcting his/her own efforts;
- shows initiative and originality in intellectual work; shows flexibility in thinking and considers problems from a number of viewpoints;
- observes keenly and is responsive to new ideas;
- shows social poise and an ability to communicate with adults in a mature way;
- gets excitement and pleasure from intellectual challenge; shows an alert and subtle sense of humor.

Traits that tend to obscure high-ability behaviors, but which in some children may actually be indicators of potential high-ability, are listed below. (From Council Bluffs Public Schools,)

- questions authority and rules; questions reasons for decisions; may be stubborn; will disagree strongly sometimes;
- sometimes acts without planning; may be sloppy, unorganized; is not bothered by mess and disorder;
- fails to complete homework and classroom assignments; may not pay attention to time limits or deadlines;
- appears bored and withdrawn, yet capable when pressed; may be bashful;
- has extensive knowledge in some out-of-school oriented topic; may possess a sophisticated collection of models, coins, stamps, etc.;
- is a non-conformist; may not be well-liked by classroom peers; may have odd habits; does not try to act "proper;"
- reads a lot and may often choose reading in place of doing classwork;
- is a risk-taker; is willing to take an unpopular stand even if it means losing friends and/or respect;
- is alert to stimuli in environment; is observant; may appear to be "day-dreaming" or distracted;

- is determined; likes to do things that are difficult; may be stubborn in this.
- likes to be alone; prefers to work independently; needs minimal direction;
- likes to be "the best;" may not accept imperfection of any kind; may not take constructive criticism;
- sometimes a behavior problem; may be discourteous, unable to accept criticism and/or discipline;
- has high energy; sometimes finds it difficult to sit still; may be impatient;
- tends to dominate or "take charge" of an activity in which she/he is involved; can be "bossy" with peers.

Terms related to high-ability learning

Educators and parents are often confused by the many terms used in referring to a high-ability learner. The following terms are synonymous with "gifted" or may be used to help explain who the gifted are.

The term "genius" is used in reference to the phenomenally gifted person. "Talented" tends to be used when referring to a particular strength or ability. Most high-ability learners demonstrate multiple talents of a high order. The terms "prodigy" and "precocious" are most commonly used to describe a child who shows a decidedly advanced degree of skill in a particular endeavor at an early age. When a child is classified as "superior," it is done in a comparative manner. It is important to know to what group or individual a "superior" student is being compared. "Rapid learner" is a helpful term in understanding the high-ability learner, in that this term is a distinct characteristic. The term "exceptional" is appropriately used when referring to a high-ability learner's being different from the general population.

Most high-ability learners demonstrate multiple talents of a high order.

Knowing who Nebraska's high-ability learners are is basic to meeting their needs. A variety of identification tools should be used to identify the gifted and talented. Identification methods may include: interest inventories; student products; behavior checklists; nomination forms; parent/guardian, teacher, student or self referral; or standardized tests. The purpose of identification is not to create or develop an elite cadre of students. Rather, the purpose is to meet the educational needs of an underserved population of students. By meeting these unique needs,

we create opportunities to solve tomorrow's complex problems. By meeting the needs of these students, we are preparing them to be effective citizens in an ever-changing world.

WHAT ARE THE UNIQUE NEEDS OF NEBRASKA'S HIGH-ABILITY LEARNERS?

High-ability learners come to school with unique combinations of abilities and talents, learning rates and styles, hopes and dreams, problems and fears. Ultimately, the push to strengthen the education of students with outstanding talents is a drive toward excellence for all students. Meeting the needs of the gifted and talented should increase the achievement level for all students.

Identifying needs is an ongoing process

Outstanding gifts and talents are present in students from all ethnic, cultural and socioeconomic groups. With a changing Nebraska population and economy, educators must understand and ensure that students from all backgrounds have an equal opportunity to demonstrate and develop their talents. Special attention may need to be given to Nebraska's changing school population.

A logical first step in identifying the needs of high-ability students is to determine their unique needs. Identification of gifts and talents must occur as an ongoing process extending from school entry through grade 12. To ensure that students from the full range of background and talents are identified, schools should consider a variety of indicators of talent and ability. No one indicator (such as, test score or teacher recommendation) should be sufficient to exclude a child from needed services. On the other hand, one indicator should be sufficient for further consideration of an educational review to determine whether a student has high-ability.

Each school may need to develop a needs assessment, giving educators the means to gather information about the instructional needs of their students. Information about community attitudes and teacher skills may also be gathered before planning is done. High-ability instructional services and staff training should relate to the needs of the target population. Teachers, counselors, and administrators need to understand

that high-ability learners are affected by the same developmental factors as their classmates; however, because of their unusual abilities, they may encounter social and emotional issues not faced by other students.

Awareness of roadblocks to meeting needs

Negative stereotypes of high-achieving students have created an atmosphere in which students do not want to be identified as very smart. The ridicule that many gifted students experience is profound because peer pressure is difficult to combat.

You don't fit in socially . . . if you're intelligent. Most kids think that all we know how to do is study.

> "I have never felt comfortable in school," related one high-ability twelfth-grade student. "I love to read and to explore topics, but it's too much for me to talk about what I have learned. If I speak up in class, I can hear the snickers and the name calling. It's just easier to keep quiet and do my own thing." (quotation from student)

For minorities, attitudes toward the gifted are linked to cultural values. Some high achievers may be perceived as "acting white," rather than being "true" to cultural norms. Most students feel pressure to finish high school and get good grades. However, at the same time, some may be pressured not to work hard, develop scholarly habits, or set high goals. The message these high-ability students receive is to do moderately well, and strive for academic adequacy, not excellence.

> I realized right away that being smart was trouble. I felt I was severely gifted. I got teased a lot, called a brain and a nerd. I learned to hide the books I was reading and pretended to watch television. This one guy in my math class threatened to beat me up if I kept breaking the curve. I made B's and C's. My parents were mad at me, but I ignored them. I knew what I needed to do to get by." (Pipher, p. 208)

To combat negative community attitudes or destructive peer pressure, educators must work hard to create a school climate that promotes academic excellence for its high-ability learners. Addressing their unique needs may mean educating the entire student body about multiple intelligences, learning styles, problem solving and the need for career education. By promoting education as a means to meet individual needs, not something a student "has to do," students will be more inclined to accept individual differences. If the school climate is

conducive to high-ability education, class schedules, curriculum adjustments, and special projects will be better accepted by educators, students and community members.

Identifying high-ability learners and determining their specific needs are both complex, considering the different opinions of what giftedness is and how it is manifested. Basic research is as varied as Howard Gardner's (1983) theory of multiple intelligences and Joseph Renzulli's (1976) dependence on congruence among ability, commitment, and creativity. Most agree, however, that the talents of high-ability youngsters are dynamic rather than static or fixed, and that the youngsters and their talents must be nurtured.

Without identifying the needs of high-ability learners, it is difficult to know what to do to meet those needs.

Effectively meeting the needs of high-ability students necessitates that schools:

- seek variety—promoting flexibility in meeting diverse needs;
- use many assessment measures to identify high-ability learners ' and their unique needs;
- are free of bias toward students of all backgrounds and needs;
- identify the potential in all students, discovering talents that are not readily apparent;
- assess motivation strategies that encourage all students to achieve excellence.

HOW CAN NEBRASKA SCHOOLS MEET THE NEEDS OF THEIR HIGH-ABILITY LEARNERS?

Without identifying the needs of high-ability learners, it is difficult to know what to do to meet those needs. The following paragraphs will address a framework for educators, allowing much flexibility within each classroom to meet those needs. To generalize about what should be done to help gifted students does them a great injustice. Because their characteristics and needs are personal and unique, choosing any one approach may not be appropriate.

As a group, high-ability learners comprehend complex ideas quickly, learn more rapidly and in greater depth than their age peers, and may exhibit interests that differ from those of their peers. They need time for in-depth exploration; they manipulate ideas and draw

generalizations about seemingly unconnected concepts; and they ask provocative questions. An effective program that builds on these factors may be viewed as qualitatively different from a basic educational program.

The need for staff development

Teachers, administrators, counselors, and school board members must understand and anticipate the intellectual, emotional, and social needs of high-ability learners in their school system, including needs associated with their individual backgrounds. They must also understand and anticipate the challenges and pressures associated with those needs. Although these students are affected by many of the same developmental factors as other students, their unusual abilities will give them opportunities to encounter unique social and emotional issues not faced by others.

Meeting the needs of high-ability learners may demand modification of the content area, the learning process, the learning environment, and/or expectations for learning. Evaluation of the student's progress may also demand assessment of in-depth problem-solving skills, high-level thinking skills, and making connections to numerous bodies of knowledge.

"'They probably all wear horn-rimmed glasses and polyester clothes!' This comment made me realize how much social pressure my gifted students experience from other students."

Understanding the unique needs of high-ability learners

Students possessing exceptional ability or talent may camouflage their potential for a variety of reasons. Social pressures due to gender or minority status, peer influences, or family issues may cause a student to hide or reject high-ability and avoid achievement. The existence of an "anti-intellectual" and "anti-achievement" ethic is very real in many schools and communities. This factor alone may cause a student to question not only his/her abilities, but also the level of personal motivation needed to meet success in today's academic arena. Sensitivity to these issues by trained counselors, teachers, and administrators may be the key to saving and nurturing talents and gifts that could enrich a community, the society at large, or our nation.

> After returning from an academic quiz bowl practice session, several non-team members were hassling a quiz bowl team member. 'Why would you want to go to a nerdy smart people's convention? They probably all wear horned-rimmed glasses and polyester clothes!' This comment made me realize how much social pressure my gifted students experience from other students (quotation from teacher).

In addition, students with exceptional talents and ability often have difficulty "fitting in" to established peer groups. Their chronological peers may not be their intellectual peers, and this may result in students having difficulties relating to classmates. These students are often seen as different, and may experience feelings of isolation and even rejection. For this reason, some are at high risk for significant social and emotional problems. Mary Piper (1994) explains in *Reviving Opheila*:

I see these problems in other highly gifted girls. Often because they are so bright, adults expect them to be mature emotionally. And they aren't.
—Mary Pipher

> I see these problems in other highly gifted girls. Often because they are so bright, adults expect them to be mature emotionally. And they aren't. They react to global tragedies with the emotional intensity of adolescents. Though bright girls are perceptive enough to see through the empty values and shallow behavior of their peers, they have the social needs of adolescents. They feel utterly alone in their suffering. They have the intellectual abilities of adults in some areas and can understand world problems, and yet they have the political power of children. (p. 162)

Girls face other problems if they are of high-ability. Many respond to peer pressure in middle school and high school and stop doing well in school. Others have difficulties in mathematics and science because of gender stereotypes—"Girls aren't good in math."

The importance of school climate

Because these students face unique psychological and personal issues, it is recommended that all staff be made aware of the special issues surrounding the affective needs of gifted and talented students. Because a child's social and emotional development is inextricably connected to his/her intellectual development and academic achievement, it is important for staff members in each school to be trained in understanding and managing the affective needs of gifted and talented students.

> I think most students in my school feel accepted, although sometimes it takes quite a while for a person to find a group to feel comfortable. There is pressure to run with the "wrong" or "cool" crowd. The very "popular" kids have a way of making some people feel uncomfortable. I think this is a huge problem. You don't fit in socially as well if you're intelligent. Most kids think that all we know how to do is study. (quotation from high-ability learner)

A positive school climate fosters optimal student learning by nurturing constructive attitudes toward learning. High-ability learners, from all backgrounds, should be able to realize their learning potential from the atmosphere created within the school building. Reward structures, high expectations, strong support from all staff and students, and continual recognition of students' progress in learning should contribute to a positive learning climate.

Identification of student needs in the classroom

The need for leadership to solve society's complex problems is imperative.

Research shows that a majority of gifted and talented students spend most of their day in traditional classroom settings. Unfortunately, instruction in the traditional classroom setting is generally not tailored to meet their unique needs (Archambault et al., 1993; Cox, Danie, and Boston, 1985).

According to Nebraska Department of Education statistics, last taken in the 1983-84 school year, 84% of those schools in Nebraska who had gifted education programs provided enrichment activities in the regular classroom. Only 24.5% of the districts provided full and/or part-time gifted education coordinators. The library was cited as the most frequently used resource for gifted programs in Nebraska.

Beverly Parke, Council for Exceptional Children, states that the place to begin gifted services is the regular classroom. In addition, students with high-ability must be involved in educational experiences that are challenging and appropriate to their needs and achievement levels. Through comprehensive needs assessment batteries, service options will become more evident.

Recognizing leadership potential in high-ability students

The need for leadership to solve society's complex problems is imperative. High-ability students often have the leadership potential to meet society's challenges for the present and future, but due to conflicting community or ethnic values, many high-ability students are prevented from demonstrating that leadership. Classroom teachers must make great efforts to identify the specific leadership needs of their high-ability students. Matching the student's leadership needs with the need for leadership in creating dynamic and unique solutions to long-standing and/or future problems should be a driving force for high-ability education. One purpose of identifying high-ability learners is to assist them in becoming effective, caring citizens who will make a difference in our society.

Promoting intellectual development

The presence of an ability implies a need for the opportunity to develop that ability. Barbara Clark (1992) outlined needs that differentiate gifted children from others:

- to be exposed to new and challenging information about the environment and the culture;
- to be exposed to varied subjects and concerns;
- to be allowed to pursue ideas as far as their interests take them;
- to encounter and use increasingly difficult vocabulary and concepts;
- to be exposed to ideas at rates appropriate to the individual's pace of learning;
- to pursue inquiries beyond allotted time spans.

To meet these needs, teachers, administrators and counselors should use flexible grouping in the classroom and provide differentiated instruction for students.

A school district's philosophy toward high-ability education must be consistent with its mission statement and beliefs. Any effort in meeting these needs must also be a part of the school's mission statement and beliefs.

Outside-of-school experiences should be encouraged, supported, and integrated into gifted education services. Unique partnerships between the school and parents, and between the school and businesses, can provide outstanding experiences for high-ability learners. Instruction in technologies that can facilitate access to ever-expanding learning opportunities can begin in the school. The full use of community resources will enhance a school's efforts to provide opportunities for all students, not only the needs of the most talented and advanced students.

Other considerations in meeting the needs of high-ability learners

The multi-potential of high-ability learners in several high-ability areas presents a dilemma in making long-term . . . goals.

Evidence is mounting that youthful brilliance in one or more areas does not always translate into adult satisfaction and accomplishment in a career. The path from education to career is not always smooth, and it may be complicated by social/emotional problems and needs.

A contributing factor of poor transition from school to career is difficulty in making decisions. Even though many high-ability learners accept leadership in a variety of activities and maintain high grades in most courses, these same students may experience difficulty making important decisions regarding their future. Their multi-potential in several high-ability areas presents a dilemma in making long-term commitments and goals. Identifying the individual needs of high-ability learners must be just as important in the identification process as identifying the students. By identifying their needs, educators will find appropriate ways to help students become more effective decision makers and problem-solvers.

Meeting the needs of a multi-potential student with high-ability necessitates appropriate career education that is integrated into every facet of the curriculum. Providing realistic career exposure to the world of work, encouraging career fantasies, providing interaction with career professionals, discussing the meaning and value of work, and discussing the need to make a valuable contribution to society can all contribute to effective intervention strategies.

Career planning for minority students with high-ability may be most appropriate when it focuses on raising career aspirations and identifies the need to break pathways into specific careers. Persisting gender-role stereotypes in many careers inhibit females and males in making career decisions. In order to ensure that minorities and both females and males have equal opportunity, rigorous academic preparation should be emphasized by school districts.

The following strategies may be considered when planning to meet high-ability learner needs:

- locating or developing an appropriate needs assessment tool for high-ability learners;
- evaluating technology and computer competencies in high-ability learners;
- evaluating student decisions and levels of experimentation;
- locating or developing a school climate survey that evaluates support of high-ability learners;
- evaluating structured and unstructured learning experiences of high-ability learners;
- evaluating the community, school, family, and/or cultural values that support or attack the needs of high-ability learners;
- realizing that when students assume responsibility for their learning process, they learn more;
- locating or developing a graduate survey of high-ability learners who have left elementary, middle school, or high school regarding their reflections and needs for the identification process.

Chapter 2
Identification of High-Ability Learners

The general objects—are to provide an education adapted to the years, the capacity, and the condition of everyone, and directed to their freedom and happiness—We hope to avail the state of those talents which nature has sown as liberally among the poor as the rich, but which perish without use if not sought for and cultivated.

Thomas Jefferson
Notes on Virginia

This chapter focuses on the identification of high-ability learners. Regardless of how it is described, effective identification is vitally important for the educational welfare of each high-ability student. The story below makes this point clear.

> A small, dark-eyed five-and-one-half-year-old kindergartner entered his new school at midterm. The classroom teacher soon discovered that he could read well above first-grade level.
>
> Results of tests indicated that he was reading at the third-grade level with mathematical ability at the lower second grade. Following a meeting of the parents, school psychologist, the principal, his teacher, and the district's gifted coordinator, it was decided to put him in second grade for reading each morning, with regular kindergarten in the afternoon.
>
> When the other students were reading, he had his own third-grade materials which had been borrowed from the special education department. The gifted coordinator interacted with him in this setting; he read to her and answered questions, verbally and in writing. One day, when he had finished reading orally, she asked him where he would rather be during reading time—here in his own special place or with the rest of the students.
>
> He said, "I really like doing these things and reading the hard stories, but I think I'd rather be with the rest of the class because then I know everything, and I don't have to work hard." Already, underachievement tendencies were evident; the subsequent year, therefore, he was accelerated to second grade.
>
> He is now in sixth grade and doing very well. True, he still has problems with organizational skills and is sometimes socially immature, but these difficulties are not unusual in non-accelerated gifted students. This young man still loves reading, and as a sixth-grader he enjoys college-level texts. Without acceleration, he may have lost his love of reading and become an underachiever. Now, he is catching up socially, is enthusiastic about learning, and he loves school.

Effective identification begins with clear program purposes that are supported with principles of good assessment and a four-phase identification process. Of course, effective identification, however

"An ultimate goal . . . is to recognize, as early as possible, those children who show potential for exceptional performance."
—Mary Frazier

approached, depends ultimately upon the professional skills and motivations of classroom teachers who notice that the educational needs of certain high-ability students, like the child in the previous story, are not being satisfied.

PURPOSES

Nebraska's educational initiative for high-ability students has three fundamental purposes:

- identify students whose abilities, motivational patterns, or creative capabilities are far above average;
- meet the educational needs of high-ability learners;
- guide their educational process.

Implementing this important educational mandate starts with identification.

> An ultimate goal of gifted educators is to recognize, as early as possible, those children who show potential for exceptional performance as adults and to provide them with the special instruction they need to develop that potential (Frasier, p. ix).

PRINCIPLES

Knowledge about identifying gifted/talented youth is extensive. Abeel, Callahan, and Hunsaker (1994; also see Callahan and McIntire, 1994, pp. 11-24) list eight principles of effective identification. These might be considered in developing an identification plan:

Principle 1:	Utilize identification procedures which acknowledge many types of high ability.
Principle 2:	Employ separate strategies to identify different aspects of high ability.
Principle 3:	Use reliable and valid tests (not only I.Q. tests).
Principle 4:	Find appropriate tests for underserved student populations.
Principle 5:	View each child as unique.
Principle 6:	Depend on multiple measures, not simply tests.

Principle 7: Recognize the disadvantages of "weighted" matrices for identification.

Principle 8: Select students on ability and need, not to satisfy institutional quotas.

For too long, schools have relied too heavily on I.Q. tests and other standardized tests in identifying high-ability learners. Schools should use multiple measures and look through a range of disciplines to identify students with diverse talents. Schools should provide equal access to students of all backgrounds, and use assessment procedures that can accommodate students who develop at different rates and whose interests may change as they mature. Schools should identify potential in students by looking at the obvious as well as talents not readily apparent. Schools should be inclusive and identify early. Most tests after third grade rely on the printed word and use standard English, and miss many students.

For too long, schools have relied too heavily on I.Q. tests . . .

Schools should plan their identification of high-ability students with care and be willing to modify the approach as the school gains experience.

SYSTEMATIC PROCESS

> Identification of gifted and talented youth is a process through which we . . . become aware of students whose abilities, motivational patterns, self-concepts, and creative capabilities are so far above average that differential educational services are needed if they are to make the full educational progress indicated by their potential (Brandwein, 1980).

The identification of high-ability students in Nebraska's schools is a four-phase process: planning, nomination, screening, and selection. The identification process is seamless and continual—each phase obviously affects the others. What the school learns in identifying high-ability students this year can enrich the identification efforts next year.

Planning

Educational program planning is relentless; high-ability services do not run themselves—they're managed. Therefore, while planning is

What the school learns in identifying high-ability students this year can enrich the identification efforts next year.

obviously necessary at the beginning, the need for oversight never ends. Here are some planning and management suggestions.

- Create an Identification Committee to develop and administer the plan for identification of high-ability students. A school's Identification Committee meets often and consists of three-to-five teachers, several students, an administrator, a school counselor or psychologist, and parent(s)/guardian(s). One classroom teacher, the school's primary identification facilitator, should chair the Identification Committee.

Duties of the Identification Committee follow.

- Develop an "action plan" of steps and responsibilities to establish and to maintain the identification process.
- In the action plan, specify many types of giftedness; underserved student populations; and different content areas.
- Write a brief philosophy statement; include instructional goals, indicating how each will be evaluated. Also, in the philosophy statement, define "high-ability;" review Nebraska's definition.
- Find, or develop, objective and subjective identification measures.
- Specify resources necessary to support identification activities.
- Institute realistic strategies for collecting, analyzing, and managing student identification data; identification data accumulate quickly and must be analyzed to have educational value.
- Obtain school and school-board approval for identification plans.
- Encourage involvement, support, and understanding from board members, administrators, teachers, students, and the community.
- Select members of Implementation Committee.

Nomination

All children who would likely benefit from high-ability services must be initially considered for inclusion. Nomination, the next step in identification, casts the widest net. Educationally, it is better to err on including too many students than, through stringent nomination criteria, not to include some child who would benefit. To be inclusive:

- Utilize a range of objective and subjective procedures: Nominations from teachers, parents, school counselors and

psychologists, librarians, administrators, individuals from the community, and even students are often quite productive. Utilizing judgments in addition to the teachers' will find gifted and talented students who might otherwise be overlooked. Schools routinely collect, over a student's career, assorted standardized assessments of cognitive achievement, intelligence, and career interests as well as, of course, grades. Use these data. Other sources of evidence for inclusion could include class activities and products. Look for high abilities beyond traditional—and common—classroom indicators of academic achievement. High-ability students are complex and interesting; they're unique. Explore beyond cognitive performance to sample affective (Tannenbaum, 1993) and psychomotor behaviors.

Consider students too often underserved, too often overlooked, by schools and teachers identifying high abilities.

- Consider students too often underserved, too often overlooked by schools and teachers identifying high abilities. For example:
  - ⇒ under-represented racial, ethnic, or minority groups, e.g., African-Americans, Hispanics, Native Americans, and Asian-Americans; culturally different; economically disadvantaged; handicapped;
  - ⇒ students who do not take advantage of options because of gender stereotyping (*Texas Education Agency*, 1990);
  - ⇒ students with "negative" classroom behaviors such as disruptiveness, shyness, excessive energy, relentless questioning, anxiety, and short attention spans (*Texas Education Agency*, 1990).

Screening

All students who are nominated must be screened. Screening often involves assessments of particular relevance to different types of students with different interests and skills. The Identification Committee makes decisions about types of assessments to be done.

One way to begin is with data sources. Keenan (1994) indicates that there are three major sources of information to identify high-ability students: performance, developmental, and test.

Performance data—art and science projects, hobbies and interests, musical skills, and even grades are examples of performance data.

Performance data can be a sample of real-world behavior; and authentic assessments, as educators now report, can add important insights. Likewise, developmental data, if collected systematically, adds the additional insights of parents/guardians, friends, and members of the community. Useful developmental data supplement test and performance data.

Paper-and-pencil instruments, which are traditional in American schools, yield considerable information, but they have limits. Some testing instruments have been more systematically constructed than others. Of course, schools will want to incorporate, when possible, the highest quality identification instruments.

Standardized tests specify administration and scoring protocols, reflect extensive revisions, and are usually accompanied with a norms-technical manual. But even granting their quality, standardized tests do have limits, and one may wish to develop some local identification procedures. The potential of many students may not be reflected in standardized tests.

It is important to emphasize that an under-emphasis on tests for identification purposes may help in the identification of underserved groups. Tests may be biased towards some groups over others. Flexibility and inclusion are key throughout identification.

Selection

The Implementation Committee consists of teachers, the principal, and gifted coordinator (if available). This committee is responsible for identifying high-ability learners. During the final phase, the Implementation Committee assembles all data on each nominated child. Therefore, it is essential that the Committee . . .

- examine student data collected to determine inclusion for high-ability services;
- protect student identities and identification data;
- be fair;
- be aware of the student's need for high-ability services and the likelihood of student benefits;
- notify parents/guardians of students who are identified;
- establish procedures so that decisions can be appealed;

Identification is a continual process.

The committee identifies students as high-ability learners on the basis of the materials compiled on students. The tasks for the Identification and Implementation Committees are not easy, but their work is essential for the coordination of high-ability services. Serving on either committee demands skill.

BUILDING AN EVALUATION STRATEGY

Finding good assessments for identification

Finding well-designed assessments to identify a wide range of high-ability students in Nebraska's economically, ethnically, and socially diverse population is challenging. Furthermore, good measurement practices urge the use of several indicators and a serious consideration of gifted constructs other than intelligence and academic achievement. High abilities materialize in many forms, and teachers best serve their students by sensing and accommodating individual differences.

Many behaviors can be assessed, not just intelligence, for example: creativity; personality; attitudes/interests; achievement; general and specific academic skill (e.g., language, mathematics, visual/performing arts); interpersonal and leadership skills; and adaptive behaviors (e.g., problem solving). The task of finding the best identification instruments is daunting but not overwhelming. Fortunately, through the Jacob K. Javits Gifted and Talented Students Education Act, a national database of instruments is available and can be assessed without charge.

Express specific testing need in writing to:

Dr. Carolyn M. Callahan
Data Base Requests
The National Research Center on the Gifted and Talented
Curry School of Education
405 Emmet Street
University of Virginia
Charlottesville, VA 22903
(804)-982-2849

Hundreds of database instruments (Abeel, Callahan, and Hunsaker, 1994) are coded under many definitions of giftedness and twenty-three gifted constructs, such as: level of English-language capability; socioeconomics; five categories of handicaps; community characteristics (e.g., urban, suburban, and rural); etc. Also Callahan, Tomlinson, and Pizzat's anthology identifies the underserved population. Together, these publications introduce different approaches to high-ability identification. Again, starting with initial definitions, goals, and action plans, the Identification Committee makes many decisions that chart the ultimate course of its high-ability identification process.

Schools may wish to seek advice locally from school counselors, school psychologists, or other educational professionals with training in assessment. Otherwise, one may consult with other professionals in Nebraska such as Educational Service Unit (ESU) staff developers, and personnel in nearby state colleges, community colleges, or on university campuses.

Also located in Nebraska is a professional organization that enjoys an international reputation in testing research—The Buros Institute of Mental Measurements. The Institute was established in 1938 by Oscar K. Buros at Rutgers University, but it was moved in 1978 to the University of Nebraska in Lincoln. Today, the Buros Institute's primary reference publications are the *Mental Measurement Yearbook* and *Tests in Print*, both widely available in college and public libraries and on-line. In addition, the Buros Institute sponsors topical symposia and book conferences, the *Buros-Nebraska Series on Measurement and Testing*, the Oscar K. Buros Library on Mental Measurements, and the journal, *Applied Measurement in Education*.

Buros is an outstanding "local" resource for Nebraska educators:

Buros Institute of Mental Measurements
135 Bancroft Hall
University of Nebraska-Lincoln
P. O. Box 88038
Lincoln, NE 68588-0348
Voice: (402) 472-6203
FAX: (402) 472-6207

Regardless of whom the school consults, it is always beneficial for the Identification Committee to discuss the qualities of effective instruments. Very helpful is Callahan, Lundberg, and Hunsaker's (1993) article with a straightforward but extensive checklist of test-instrument qualities. Applied against either standardized or locally constructed tests, the Identification Committee can judge the standards of test validity, reliability, propriety, respondent appropriateness, and utility (e.g., cost, scoring ease, and political viability). Certainly, the checklist of Callahan, et al. (1993) stimulates schools to think systematically about their identification instruments.

Since tests can measure many behaviors, the task of the Identification Committee is to make realistic choices of effective instruments and procedures while realizing that a test approach to identification of high-ability learners is a limiting medium.

CONCLUSION

The sole purpose of identification is to . . . serve youth.

> We assume that all youth have a right to educational services that will meet their needs, be adapted to their personal characteristics, and help them achieve to the highest possible level of their potential. Identification systems that merely enable us to label or categorize "gifted" youth are of no value and are potentially even harmful. The sole purpose of identification is to guide the educational process and serve youth. (Feldhusen, Hoover, and Sayler, 1987)

Effective identification of high-ability students in Nebraska emphasizes three hallmarks: preparation; inclusion; evaluation.

Preparation begins with the Identification Committee, which starts with planning, but continues to learn as efforts evolve. Members read books and journals, discuss ideas with one another, and consult with assessment professionals.

Inclusion means finding students who need special services. The Implementation Committee must find and accommodate high-ability students, including those who are not always recognized and served in our classrooms.

Evaluation is used to improve the identification process.

Years ago, Paul Torrance was administering his *Torrance Tests of Creative Thinking* (TCCT) to elementary schools throughout the Southeast. One large rural district used both the verbal and non-verbal forms for all fourth graders. Upon interpreting the results, Torrance identified one girl, Frances, who was extraordinarily creative. In fact, no other fourth grader in that state had scored higher on idea originality or flexibility.

Frances loved to read stories, and, in fact, she liked to write them as well. Reading and playing the piano were about all she liked to do; her dismal grades reflected her general disinterest in school.

Frances did have one unalterable "problem" for Mr. Smith . . . she was African-American.

So, Frances was surprised at the results, but her parents were shocked. In fact, neither had completed high school, and no one had ever indicated that their daughter was so innovative with words. Her fourth-grade teacher was puzzled, but her principal, Mr. Smith, simply did not believe the results.

"It just can't be," Mr. Smith roared sarcastically as he reviewed, for the fourth time, the TCCT results. "Frances is just not creative, and I am convinced," he concluded, "Frances cheated!"

Well, Frances did not cheat. In fact, Paul Torrance administered the tests himself, and they were scored routinely. Sometimes, Torrance indicated, effective identification tests often "see" abilities that teachers miss.

"Frances did have one unalterable education 'problem' for Mr. Smith," Paul surmised. "She was African-American."

Prepare, include, and evaluate: the school's high-ability students deserve to be identified so their needs can be met in the classroom.

Appendices for Identification of High-Ability Students (optional forms)

IDENTIFICATION OF HIGH-ABILTY STUDENTS

General Characteristics of High-Ability Students

All high-ability students, regardless of the specific area(s) of giftedness, share certain characteristics. Teachers should mark the degree to which the student under consideration illustrates the following gifted characteristics.

Student's Name_____
Student's Grade in School_____ ID Number_____
Department_____ Teacher's Name_____
Course_____ Date_____

	Never	Sometimes	Often
PART I			
1. Motivation (Evidences a desire to learn)	_____	_____	_____
2. Interests (Intense/Unusual interests)	_____	_____	_____
3. Communication Skills (Highly expressive in words, numbers, with symbols)	_____	_____	_____
4. Problem-Solving Ability (Effective and inventive strategies for recognizing and solving problems)	_____	_____	_____
5. Memory (Large storehouse of information)	_____	_____	_____
6. Inquiry (Questions, experiments, explores)	_____	_____	_____
7. Insight (Quickly grasps new concepts and makes connections; deeper meanings)	_____	_____	_____
8. Reasoning (Logical approaches to figuring out solutions)	_____	_____	_____
9. Imagination/Creativity (Produces many ideas; highly original)	_____	_____	_____
10. Humor (Conveys and picks up on humor well)	_____	_____	_____
11. Organizational Skills (Determines relationships)	_____	_____	_____
12. Dependability (Gets tasks done)	_____	_____	_____
13. Expressive (Conveys and expresses feelings, emotions, enjoyment, etc.)	_____	_____	_____
PART II			
1. The student is able to estimate his/her own strengths and weaknesses.	_____	_____	_____
2. The student feels a sense of personal worth.	_____	_____	_____
3. The student values good grades.	_____	_____	_____
4. The student has a need to know.	_____	_____	_____
5. The student values learning for its own sake.	_____	_____	_____
6. The student is comfortable in situations where there is not a right or wrong answer.	_____	_____	_____
7. The student is willing to make up his/her own mind.	_____	_____	_____
8. The student is willing to consider more than one solution to a problem.	_____	_____	_____
9. The student has original, creative ideas.	_____	_____	_____
10. The student produces quality work.	_____	_____	_____
11. The student likes to take risks.	_____	_____	_____
12. The student is eager to perform difficult tasks.	_____	_____	_____

13.	The student will persevere until a problem is solved.	_____	_____	_____
14.	The student expresses his/her opinions freely.	_____	_____	_____
15.	The student likes to work alone.	_____	_____	_____
16.	The student is a perfectionist.	_____	_____	_____
17.	The student likes hands-on learning.	_____	_____	_____
18.	The student has many ideas.	_____	_____	_____
19.	The student is able to plan and organize.	_____	_____	_____
20.	The student responds to beauty.	_____	_____	_____
21.	The student sticks to a project until it is done.	_____	_____	_____
22.	The student is observant.	_____	_____	_____
23.	The student is very verbal.	_____	_____	_____
24.	The student asks many questions.	_____	_____	_____
25.	The student wants to know why and how.	_____	_____	_____

PART III

1.	Displays a great deal of curiosity about many things	_____	_____	_____
2.	Generates ideas or solutions to problems and questions	_____	_____	_____
3.	Sees many aspects of one thing: fantasizes; imagines; manipulates ideas; elaborates	_____	_____	_____
4.	Applies ideas	_____	_____	_____
5.	Is a high risk taker; is adventurous and speculative	_____	_____	_____
6.	Is sensitive to beauty; attends to aesthetic characteristics	_____	_____	_____
7.	Predicts from present ideas	_____	_____	_____
8.	Demonstrates unusual ability in painting/drawing	_____	_____	_____
9.	Exhibits unusual abilty in sculpturing or clay modeling	_____	_____	_____
10.	Shows unusual ability in handicrafts	_____	_____	_____
11.	Provides evidences of unusual ability in use of tools	_____	_____	_____
12.	Shows unusual ability in instrumental music	_____	_____	_____
13.	Demonstrates unusual ability in vocal music	_____	_____	_____
14.	Indicates special interest in music appreciation	_____	_____	_____
15.	Displays ability in role playing and drama	_____	_____	_____
16.	Demonstrates ability to dramatize stories	_____	_____	_____
17.	Shows ability in oral expression	_____	_____	_____
18.	Demonstrates unusual ability in written expression: creating stories, plays, etc.	_____	_____	_____
19.	Shows evidence of independent reading for information and pleasure	_____	_____	_____
20.	Demonstrates ability in dancing: toe, tap, creative	_____	_____	_____
21.	Displays mechanical interest and unusual ability	_____	_____	_____
22.	Shows unusual skill and/or coordination in his/her gross muscular movements such as ball playing, running, etc.	_____	_____	_____

Adapted from Identification Checklists: East High School, Lincoln Public Schools and Dade County, Florida Public Schools

IDENTIFICATION OF HIGH-ABILITY STUDENTS

S.T.E.M.S.
(Spotting Talent Early in Minority Students)
Observation of Gifted/Talented Characteristics

Directions: Place a tally mark under the appropriate column EACH time that behavioral characteristic is observed during a particular lesson for each student observed.

		STUDENT NAMES			
		_____	_____	_____	_____
1.	Have an unusually advanced vocabulary for his/her age; conversation reveals richness of expression, imagery, elaboration and fluency	_____	_____	_____	_____
2.	Communicate well with others in group activities	_____	_____	_____	_____
3.	Become absorbed in topics, problems or tasks; are persistent in task completion	_____	_____	_____	_____
4.	Prefer to work independently; require little direction from teachers	_____	_____	_____	_____
5.	Generate a large number of ideas or solutions to problems and questions	_____	_____	_____	_____
6.	Are high risk takers	_____	_____	_____	_____
7.	Are creative in finding ways to communicate: drawing, pantomime, body language	_____	_____	_____	_____
8.	Demonstrate some exceptional ability in some area of the arts or athletics	_____	_____	_____	_____
9.	Improvise with commonplace materials to create original and unusual products	_____	_____	_____	_____
10.	Seem to enjoy being around other people; are sociable and prefer not to be alone	_____	_____	_____	_____

From Pizzat, Paula M. "*STEMS, Spotting Talent Early in Minority Students.*" University of Virginia.

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IDENTIFICATION OF HIGH-ABILITY STUDENTS

Characteristics Of Young Gifted Children

GENERAL INTELLECTUAL ABILITY
- good memory
- exceptional curiosity
- learn quickly and easily
- unexpected depth of knowledge in one or more areas
- increased metacognitive skill
- complexity in thought processes

MOTIVATIONAL CHARACTERISTICS
- perfectionism
- persistence
- self-initiative

SOCIAL AND EMOTIONAL CHARACTERISTICS
- intense feelings
- heightened sensitivity
- increased interest in religion, politics, race, environment, etc.
- concern for people, animals, issues, etc.
- strong sense of right and wrong
- heightened awareness of others' feelings

LINGUISTIC APTITUDE
- advanced vocabulary
- use of more complex sentences
- make up elaborate stories and fantasies
- memorize many poems and stories

MATH/LOGIC/ANALYTIC APTITUDES
- interest in maps, globes, charts, calendars, clocks
- interest in abstract concepts such as time and space
- enjoy working with puzzles
- like to count, weigh, measure, or categorize objects
- understand concept of money
- unexpected understanding of mathematical operations

SCIENTIFIC APTITUDE
- desire to know how and why things work
- collect things
- advanced understanding of cause and effect
- like to take things apart

From Cunningham, Caroline M. and Harriet D. Kaplan, Peabody School, 1995

IDENTIFICATION OF HIGH-ABILITY STUDENTS

A Self-Rating Scale for Leadership
(for ages 8-18)

Directions: Read each statement. Mark with the number of your choice.
1—Almost always; 2—Quite often; 3—Sometimes; 4—Not often; 5—Never

Name _____ Age _____ Grade _____ Date _____

_____ I have strong convictions about things.
_____ When I believe in something, I work to promote it.
_____ I listen to both sides of the issue before I make up my mind.
_____ I have self-confidence.
_____ I am able to say my opinions in public.
_____ I usually am satisfied with the decisions I make.
_____ When I am criticized for some action I have taken, I can usually go about my work.
_____ I like to be in charge of events.
_____ I am able to see what materials are needed to complete a project.
_____ I am able to see the sequence of steps necessary to complete a project.
_____ When I am convinced of something, I have courage to act for it.
_____ I often lead in projects.
_____ When I see somebody who is a leader, I think that I could do as well as that leader.
_____ I can speak to persons in authority.
_____ I have energy to complete projects that I am interested in completing.
_____ I can understand the viewpoints of others.
_____ I am willing to change my mind if new facts suggest that I should change my mind.
_____ I get anxious and excited and am able to use this energy to complete a task.
_____ I am able to work with many types of persons and personalities.
_____ I usually understand the plot of a story or play or the main point in a conversation.
_____ I am willing to try new experiences when these seem wise.
_____ I know when to lead, to follow and to get out of the way.
_____ I admire people who have achieved great things.
_____ I dream of the day and time when I am able to lead myself or others to great accomplishments.
_____ I feel at ease asking people for help or information.
_____ I can be a "peacemaker" if I want to be.

From Roets, Lois F. (1992). "*Leadership.*" Des Moines, IA: Leadership Publishers, Inc.
For primary scale (ages 4-8), contact: Lois Roets, PO Box 8358, Des Moines, IA 50301

IDENTIFICATION OF HIGH-ABILITY STUDENTS

Parent/Guardian Nomination Form

Child's Name_____ Grade_____

Parent's/Guardian's Name_____

Address_____ Zip_____

1. What are some things you have observed in your child's behavior that lead you to believe that he/she should be identified as high ability?

2. What problems, if any, is he/she having in school as a result of this high ability?

3. Describe briefly your child's reading habits, patterns, and levels at home, for example, when did you notice your child reading independently and how many books does she/he read each week?

4. Describe briefly your child's major interests, hobbies, art activities, etc.

5. Describe any projects or studies your child has done (if not covered in item 4).

6. Please give any other information about your child that you believe is relevant to his/her abilities or interests, such as: Do you get unusual questions from your child? Do you get unexpected responses when your child answers a question? Does your child make friends easily with other children his/her own age? Does your child observe things you normally would not have noticed? Does your child get extremely upset over criticism?

IDENTIFICATION OF HIGH-ABILITY STUDENTS

Teacher Nomination Form

Student's Name _____ Grade _____

Teacher's Name _____ Date _____

1. What are some things you have observed in this student's behavior or school work that lead you to believe he/she is of high ability?

2. What problems, if any, is he/she having in school as a result of this high ability?

3. Describe briefly the student's reading habits, patterns, and levels.

4. Describe briefly the student's major interests, hobbies, art activities, and the like.

5. Describe any special projects or studies this student has done (if not covered in item 4).

6. Please give any other information about this student that you believe is relevant to his/her abilities or interests.

Adapted from Renzulli, J. and S. Reis. *The Schoolwide Enrichment Model, A Comparative Plan for Educational Excellence*. Mansfield Center, CT: Creative Learning Press, Inc.

IDENTIFICATION OF HIGH-ABILITY STUDENTS

Student Self-Nomination Form

Name _____ Grade _____

Address _____

Phone _____ Birthdate _____ Date _____

1. In what areas do you have special talent or ability?

2. In which subjects or courses do you do superior work?

3. What are the areas, topics, or activities in which you have special or strong interests?

4. Describe a project, product, or performance that you have done or created in which you excelled.

5. How many hours per week do you spend in voluntary reading? What books have you read recently?

6. What do you like to read and learn about?

7. Is your school work easy? How do you feel when it's difficult?

8. Do you like to solve problems?

9. Do you like to make up problems? Give an example of one.

Adapted from Renzulli, J. and S. Reis. *The Schoolwide Enrichment Model, A Comparative Plan for Educational Excellence*. Mansfield Center, CT: Creative Learning Press, Inc.

IDENTIFICATION OF HIGH-ABILITY STUDENTS

Peer Nomination Form

Name _____ Date _____ Grade _____

1. Who are some kids who always seem to have a lot of good ideas?

2. Who are some kids who can write good stories or scripts?

3. Who are some kids who seem to come up with far-out, crazy, or very unusual ideas?

4. Who are some kids who draw very well?

5. Who are some kids who are very good logical thinkers?

6. Who are some kids who are very good at solving problems?

7. Who are some kids who do very good work in science?

8. Who are some kids who ask many questions?

9. Which of your classmates would you ask to help you with your math?

IDENTIFICATION OF HIGH-ABILITY STUDENTS
Connotations Associated with Gifted Students

Negative	Positive
Resistance to rote homework	Ability to grasp concepts easily and quickly without repetition
Perception of injustices and assertive opposition to them	Unusual insight into values and relationships
Resistance to authority/prescriptions	Capability to ask more provocative questions, to challenge convention in terms of the causes and reasons for things
Impatience, self-criticism, critical of others, including the teacher	Ability to evaluate facts, arguments and persons critically
Domination of others because of ability	Ability to generate ideas or solutions to problems and questions
High tolerance for disorder or ambiguity and impatience with details or restrictions	Flexibility
Sustained fantasy	Imagination and vision in solving personal and universal problems
Resistance to working on projects which are of no interest and boredom with routine or repetitive tasks	Task commitment to an interest area
Seen as wild or silly by peers or teachers	High levels of originality, playfulness, and imagination

From Richert, S.E., J.J. Alvino and R. C. McDonnel. (1982). *National Report on Identification*, Education Resource Information Center.

IDENTIFICATION OF HIGH-ABILITY STUDENTS

What Can Teachers Do Every Day in the Regular Classroom To Identify Potential Gifts and Talents?

OBSERVE: if you see a child showing some of the following behaviors, you may want to look more closely.

ask a lot of questions?.....show a lot of interest in progress?.....have a great deal of information on many things?.....want to know how and why?.....become unusually upset at injustices?.....seem interested and concerned about social or political problems? often has a better reason than you do for not doing what you want done? refuse to drill on spelling, math facts, flash cards, or handwriting? .....Criticize others for dumb ideas?.....become impatient if work is not "perfect"?....seem to be a loner?..... seem bored and often have nothing to do?.....complete only part of an assignment or project and then take off in a new direction?.....stick to a subject long after the class has gone on to other things? .....seem restless, out of seat often?.....daydream?..... have his or her own idea about how something should be done? .....seem to understand easily?.....like solving puzzles and problems?.....talk a lot?.....love metaphors and abstract ideas?.....
love debating issues?

Using the Multiple Intelligence (MI) Theory—a teacher can also use the following for identifying high-ability learners:

Verbal-Linguistic Intelligence: essays, speech, journal, logs, poetry, verbal recall, listening and reporting, linguistic humor, vocabulary , show and tell, talkative, drama etc.

Logical-Mathematical Intelligence: higher-order reasoning, pattern games, outlining, logic and rationality exercises, deductive reasoning, inductive reasoning, calculation processes, logical analysis, cognitive organizers, puzzlers, love of math and or science.

Visual-Spatial Intelligence: graphic representation and visual illustrating, (needs visuals), maps, flowcharts, graphs, mind mapping, video recording and photography, manipulative demonstrations and murals and montages.

Bodily-Kinesthetic Intelligence: lab experiments, hands on, dramatization, dance, charades and mimes, impersonations, invention projects, physical exercises routines and games, skill demonstrations, body language and gestures.

Musical-Rhythmic Intelligence: creating songs and raps, illustrating with sound, discerning rhythmic patterns, composing music, recognizes tonal patterns and quality and linking music and rhythm with concepts.(learn & reinforce ABCs or other concepts through music)

Interpersonal Intelligence: can explain or teach to another, think-pair share, cooperative learning, interviews, questionnaires, team player, giving and receiving feedback, empathetic to others etc.

Intrapersonal Intelligence: autobiographical reporting, metacognition or thinking skills used in application to life and problem solving, personal priorities, goals, time-management and study skills, personal application scenarios, etc.

Lessons can be designed to include some or all of the Intelligences. MI Centers and or thematic units can be used to observe the preferred strengths of your students. Some strong bodily kinesthetic or spatial learning are sometimes considered to have learning problems when in fact they only need more hands on experiences and visuals.

IDENTIFICATION OF HIGH-ABILITY STUDENTS

Characteristics of High-Ability Students that Tend to Screen Them out for Identification

Bored with routine tasks and refuse to do rote homework;

Resists being moved into another topic;

Is self-critical and impatient with failures;

Is critical or others, of the teachers;

Often disagrees vocally with others and with the teacher: questions reasons for decisions;

Makes jokes or puns at inappropriate times;

Is emotionally sensitive and may over-react, get angry easily or is ready to cry if things go wrong;

Is not interested in details and hands in messy work;

Refuses to accept authority and is non-conforming and stubborn;

Tends to dominate others;

May fail to complete homework and classroom assignments;

May not pay attention to time limits or deadlines;

Is a non-conformist, thus may not be well liked by peers.

Chapter 3
Identification Procedures for High-Ability Learners: Applications for Underserved Populations

"Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor."

U.S. Department of Education, 1993

INTRODUCTION

A fourth-grade Mexican-American girl who spoke Spanish at home scored too low on the standardized test to qualify for the gifted program, but her teachers kept saying that she should be included. She was an excellent student.

In another class, there was a fourth-grade boy who was in special education because he had difficulty reading. However, his classroom teacher felt that he was talented verbally and mathematically and that he should be enrolled in the school's gifted program. But, like the Hispanic girl, he did not score high enough. Apparently, the test did not identify these two children, both of whom had high ability.

However, the district's gifted coordinator read about the *Ravens Progressive Matrices* test to identify students with English as a second language and those with certain learning disabilities. Would Ravens work where the other test did not?

It did; now both children have been identified as gifted. Therefore, Ravens is now part of this district's identification battery for identifying ethnic minorities, disadvantaged students, and the learning disabled.

A primary goal of education for high-ability learners is to meet the academic needs of students who have been identified as demonstrating exceptional ability. Instructional strategies are designed to offer opportunities that challenge these students' abilities and interests.

There has been continual concern that the identification process has not adequately identified minority students, economically challenged students or students with disabilities. Nationally, estimates are that from 20 to 50 percent of minority students are underrepresented in gifted education programs (Erlanger and Alamprese, 1988; Ross, 1993).

The Jacob K. Javits Gifted and Talented Students Act of 1988, Title IV, Part B of the ESEA marks the culmination of the efforts of gifted education proponents and seeks to ensure equity for gifted minority and economically challenged children (Ford, 1994). The priority as

The priority . . . of the Javits Act is to give highest priority to the identification of gifted and talented students who may not be identified through traditional assessment methods . . .

defined in Sec. 3065(a) of the Javits Act states that the Secretary shall give highest priority: to the identification of gifted and talented students who may not be identified through traditional assessment methods (including economically disadvantaged individuals, individuals of limited English proficiency, and individuals with handicaps) and to education programs designed to include gifted and talented students from such groups (Ford, 1994).

FACTORS AFFECTING IDENTIFICATION

Several factors have been identified in recent literature influencing the underrepresentation of certain groups in gifted programs. Factors most often mentioned include: (1) inadequate identification practices—exclusive reliance on standardized tests may prove exclusionary; (2) too little attention to non-intellectual barriers to achievement such as social and environmental issues (poverty, racism), cultural issues (values, priorities), or psychological issues (identity, self-concept); (3) too little attention to learning style preferences; (4) over-reliance on quantitative definitions of underachievement; and (5) lack of family involvement in the educational process (Ford, 1994).

PRINCIPLES OF IDENTIFICATION

Important to remember is that the task of identification is not one of labeling. It is one of determining appropriate educational services for children and enhancing their potential (Callahan and McIntire, 1994). These services are often provided in the regular classroom.

Mary Frasier (1995) suggests that there are certain effective practices that must be observed by all districts as they work to meet the identification needs of their communities. These practices include the following:

- Focus should be on diversity within gifted populations. The gifted are not a homogeneous group nor do they express their talents in the same way.
- The goal should be inclusion rather than exclusion since that is educationally sound.

African-American Students:

- Baldwin Identification Matrix 2 (Baldwin, 1984)
- Alpha Biographical (1968)
- Torrance Tests of Creative Thinking (Torrance, 1977)
- System of Multicultural Pluralistic Assessment: SOMPA (Mercer and Lewis, 1977)
- Relevant Aspects Potential (Grant and Renzulli, 1976)
- The SOI Learning Abilities Test (Meeker and Meeker, 1985; Ford, 1990; Clark, 1994)
- Ravens Progressive Matrices

Native-American Indian Students:

- Structure of the Intellect Learning Abilities Test—SOI
- Kaufman Assessment Battery for Children
- Draw-A-Person Test
- Wechsler Intelligence Scale for Children—Revised (WISC-R)
- Torrance Test of Creative Thinking
- Creative Products Scales (from Detroit Public Schools)
- Indian Students Biographical Rating Scale
- PRIDE
- GIFT
- Ravens Progressive Matrices

Hispanic Students/ESL Students:

- Structure of the Intellect Learning Abilities Test—SOI
- Torrance Test of Creative Thinking
- Montebello Program; Montebello, CA
- Ravens Progressive Matrices

Primary Students:

- Naglieri Nonverbal Ability Test
- Nebraska Stary Nights

* Please note: These are intended as references and are not specifically endorsed by the Nebraska Department of Education.

Rural Students

Identification of rural students should include non-traditional screening and selection procedures. Formal identification should include untimed, non-verbal intelligence tests with measures of spatial abilities. Informal procedures might include analysis of student products and anecdotal information from teachers, counselors, parents, and peers. It is recommended that effort be made to compare students on their ability to solve problems (Spicker, 1987).

Identification of rural students should include non-traditional screening and selection procedures.

LD Gifted

Identification of the disabled gifted learner will follow many of the same procedures of screening and multiple data collection that produce the best results in the gifted population (Clark, 1992). It also seems possible that the LD-gifted learner may only be identified for the LD class with the gifted ability being hidden by the disability. Research has suggested that the teacher look for performance indicators which are not simply overshadowed by low motivation and low-task completion, impaired long- and short-term memory, visual or auditory processing difficulty, poor self-concept, high levels of self-criticism, withdrawal or aggression, short attention span, difficulty following directions, and poor peer relations (Sauer and Wolf, 1987).

IMPORTANT CONSIDERATIONS

There are many factors influencing identification of underserved populations in our schools. When working with these populations, it is necessary to avoid one single criterion for identification. Data should be gathered from more than one source, as it should for all students. These sources may be the teacher, the students, peers, community members, and parents/guardians. It is best to use objective and subjective data when possible. Learning-style inventories, student work, performances and other methods of authentic assessment are encouraged. It is important to have as much information as possible about each student and not rush to make decisions.

Non-verbal tests are effective with economically challenged students as well as ESL and minority students. They emphasize visual and spatial abilities. "Talent pools" can be used to identify students with potential, who do not qualify according to criteria used. These students may be included in programs for leadership, areas of academic interest, and creativity.

Appendices for Identification Procedures of High-Ability Learners (optional forms)

Myths

1. Myth: GIFTED STUDENTS ARE GENERALLY WHITE, MIDDLE-CLASS CHILDREN:
   Many of the early academic tests favored this group. Gifted students can come form all socioeconomic and ethnic backgrounds. They may also be physically handicapped and learning disabled.

2. Myth: BOYS AND GIRLS ACHIEVE EQUALLY:
   At age nine boys and girls show scholastic achievement that is fairly equal, but by age thirteen females have begun to decline in achievement that continues downwards through age seventeen and into adulthood. Research suggests that the disparity is not the result of different abilities but the result of role stereotyping. Gifted females need special guidance and encouragement to believe that it's okay to be female and confident.

3. Myth: THE GIFTED ARE FRAIL, WEAK AND SICKLY:
   Gifted children are generally healthy, well-rounded, committed, responsible and likable persons and they tend to maintain these qualities throughout life.

4. Myth: THE GIFTED BURN OUT EARLY; THEIR GIFTS DON'T LAST:
   Generally the gifted retain their abilities throughout life and show evidence of continued growth and expansion.

5. Myth: I.Q. TESTS ARE THE BEST WAY TO IDENTIFY THE GIFTED CHILD:
   No single criterion can be used to determine giftedness. I.Q. tests measure a limited aspect of intelligence. Gifted behaviors can include areas beyond intellectual ability.

6. Myth: GIFTED STUDENTS EARN GOOD GRADES AND ARE ENTHUSIASTIC ABOUT SCHOOL:
   Although many gifted students do earn good grades, others become underachievers, behavior problems or dropouts.

7. Myth: THE GIFTED STUDENT IN A SPECIAL PROGRAM WILL HAVE EMOTIONAL AND SOCIAL PROBLEMS:
   Most research has shown this to be false. Indeed, many problems are brought on by the frustration of ability. Participation in special classes for the gifted actually helps a majority of the individuals adjust to the frustrations brought on by their ability.

8. Myth: THE GIFTED ARE ABLE TO FEND FOR THEMSELVES:
   Research negates this myth on several accounts. They may perform at a level far below their intellectual ability and suffer from problems of anxiety and insecurity, even loneliness.

9. Myth: A HIGH I.Q. SCORE IS A GOOD PREDICTOR OF FUTURE SUCCESS:
   There is no correlation between I.Q. score and success. There is a relationship between involvement in co-curricular activities and achievement.

IDENTIFICATION PROCEDURES FOR HIGH-ABILITY LEARNERS

Identification Tools Matrix

INTELLECTUAL

- TESTING
  - Group
    - Cognitive Abilities Test
    - California Test of Basic Skills
    - Otis-Lennon Mental Abilities Test
  - Individual
    - Weschler Intelligence Scales for Children
    - Stanford-Binet Intelligence Scales
- NOMINATIONS
  - Parents/Guardians
  - Teachers
  - Peer
  - Self
- PERFORMANCE DATA
  - Grade Point Average
  - Project Rating

ACADEMIC

- TESTING
  - Individual
    - California Achievement Tests
    - Metropolitan Achievement Tests
    - SRA Achievement Tests
    - Stanford Achievement Tests
- NOMINATIONS
  - Parents/Guardians
  - Teachers
  - Peer
  - Self
- PERFORMANCE DATA
  - Academic Grades
  - Project Rating

CREATIVITY

- TESTING
  - Group
    - Torrance Tests of Creative Thinking
    - GIFT, GIFFI I & II
- NOMINATIONS
  - Parents/Guardians
  - Teachers
- PERFORMANCE DATA
  - Anecdotal Record
  - Project Rating
  - Portfolio

LEADERSHIP

- NOMINATIONS
  - Parents/Guardians
  - Teachers
  - Peer
  - Self
- PERFORMANCE DATA
  - Anecdotal Record
  - Activities

ARTISTIC

- NOMINATIONS
  - Parents/Guardians
  - Teachers
  - Peer
  - Self
- PERFORMANCE DATA
  - Artistic Project
  - Academic Grade
  - Anecdotal Record

From S. L. Hunsaker, "The Menasha Joint School District Gifted Program." In *Contexts for Promise: Noteworthy Practices and Innovations in the Identification of Gifted Students.* Eds. C.M. Callahan, C.A. Tomlinson, P.M. Pizzat. Charlottesville: University of Virginia

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IDENTIFICATION PROCEDURES FOR HIGH-ABILITY LEARNERS

Identification Checklist: Underserved Populations

Name _____ Grade _____

School _____ Teacher _____

1—Never; 2—Occasionally; 3—Frequently; 4—Always

Rate the student on the following characteristics.

_____ Demonstrates abilities as a spatial learner
_____ Demonstrates abilities as a visual learner
_____ Demonstrates abilities as a kinesthetic learner
_____ Is curious
_____ Learns quickly through experience
_____ Is concerned with issues of right and wrong
_____ Is responsive to values of his/her culture
_____ Is self-critical
_____ Is bored with routine
_____ Is independent in thought and action
_____ Is inconsistent in school work
_____ Shows leadership ability
_____ Is emotionally responsive
_____ Enjoys doing things in new ways
_____ Enjoys drama and acting things out
_____ Shows ability in the practical arts
_____ Is quite verbal
_____ Often evaluates others
_____ Shows interest in unconventional careers

Adapted from Dade County, Florida Public Schools

IDENTIFICATION PROCEDURES FOR HIGH-ABILITY LEARNERS

Checklist for Able Disadvantaged Students*

Name _____ Date _____

School _____ Grade _____ Age _____

Able disadvantaged students evidence superior ability in one or more of the five areas listed below. No student is expected to demonstrate ability in all areas, but an analysis of strengths may indicate potential. It is important to note that these characteristics can be evidenced in both positive and negative ways and either manifestation is an indicator of strength. Examples of negative indicators have been enclosed in parenthesis.

The classroom teacher who works daily with students is best qualified to make these observations. Place an X on the line beside each statement which BEST describes this student. If the behavior has not been observed, leave the line blank.

	YES	NO
LEARNING		
⇒Demonstrates verbal proficiency in small group problem-solving tasks.	_____	_____
⇒Has unusually advanced vocabulary for age or grade level.	_____	_____
⇒Has verbal behavior characterized by "richness" of expression, imagery, elaboration, and fluency in any language. (Sometimes rambles on and on.)	_____	_____
⇒Possesses a large storehouse of information about a variety of topics beyond the usual interests of age peers.	_____	_____
⇒Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions; wants to know what makes things or people "tick." (Can be an annoyance in persisting to ask questions.)	_____	_____
⇒Has a ready grasp of underlying principles; can quickly make valid generalizations about events, people or things. (Sometimes skeptical.)	_____	_____
⇒Looks for similarities and differences.	_____	_____
⇒Reads independently; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedia, atlases, travel, folk tales; poetry, science, history, and drama.	_____	_____
⇒Tries to understand complicated material by separating it into its respective parts; reasons things out and sees logical and common sense answers.	_____	_____

⇒Catches on quickly; retains and uses new ideas and information. _____ _____

⇒Has a facility for learning English if bilingual. _____ _____

⇒Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others. _____ _____

MOTIVATION

⇒Evidences power of concentration. _____ _____

⇒Prefers to work independently with minimal direction from teachers. (Resists directions.) _____ _____

⇒Has tendency to organize people, things, and situations, (Resists opinions of others; wants own way.) _____ _____

⇒Is concerned with right and wrong, good and bad. (Makes decisions with little tolerance for shades of "grey.") _____ _____

⇒Takes advantage of opportunities to learn and enjoys challenge. _____ _____

⇒Is self-critical and strives for perfection. (Sometimes critical of others and not self.) _____ _____

⇒Often is self-assertive. (Can be stubbornly set in ideas.) _____ _____

⇒Requires little drill to grasp concepts; seeks other than routine tasks. (Needs to know reasons for activity.) _____ _____

⇒Becomes absorbed and involved in certain topics or problems. _____ _____

⇒Is persistent in task completion. (Sometimes unwilling to change tasks.) _____ _____

⇒Likes structure and order but not static procedures. (Is frustrated by lack of progress.) _____ _____

⇒Is motivated by sports, music, and concrete subjects. _____ _____

LEADERSHIP

⇒Accepts and carries responsibility; follows through with tasks and usually does them well. _____ _____

⇒Is self-confident with age peers; is usually well understood by them. (Can be self-assertive and dominant.) _____ _____

⇒Seems well liked by classmates and is looked upon as a leader. (Needs peer approval and acceptance.) _____ _____

⇒Shows developing understanding in how to relate to teachers and classmates. (Sometimes has a rebellious attitude.) _____ _____

⇒Tends to dominate others and generally organizes and directs activities when involved in a group. _____ _____

⇒Adapts readily to new situations; is flexible in thought and actions and is not disturbed when normal routine is changed. _____ _____

⇒Seems to enjoy being with other people; is sociable and prefers not to be alone. (Sometimes is a loner.) _____ _____

⇒Takes initiative and shows independence of action. _____ _____

⇒Is a social leader on playground and off campus. _____ _____

CREATIVITY

⇒Displays intellectual playfulness; fantasize; imagines; manipulates ideas by elaboration or modification. _____ _____

⇒Is a high risk taker; is adventurous and speculative. (Has different criteria for success.) _____ _____

⇒Displays a keen sense of humor reflective of own cultural background. _____ _____

⇒Is individualistic; does not fear being different. (Departs from peer norm in action and behavior.) _____ _____

⇒Predicts from present information. _____ _____

⇒Displays a curiosity about many things; has many hobbies. _____ _____

⇒Generates a large number of ideas or solutions to problems and questions. _____ _____

⇒Responds emotionally to stories, events, and needs of others. _____ _____

⇒Shows ability in oral expression. _____ _____

⇒Demonstrates exceptional ability in written expression: creates stories, plays, etc. _____ _____

⇒Is sensitive to color, design, arrangement and other qualities showing artistic appreciation and understanding. _____ _____

⇒Is sensitive to melody, rhythm, form, tonal coloring, mood, and other qualities showing music appreciation. _____ _____

⇒Demonstrates exceptional ability in one of the fine arts (underline area of strength): painting/drawing, sculpturing/clay modeling, instrumental or vocal music, role-playing/drama. _____ _____

⇒Demonstrates unusual ability in one of the practical arts (underline area of strength): handicrafts, wood, metal, print, design, mechanics. _____ _____

⇒Demonstrates exceptional skill and ability in physical coordination activities. _____ _____

⇒Shows interest in unconventional careers. _____ _____

⇒Improvises with commonplace materials. _____ _____

ADAPTABILITY

⇒Handles outside responsibilities and meets school demands. _____ _____

⇒Learns through experience and is flexible and resourceful in solving day-to-day problems _____ _____

⇒Deals effectively with deprivations, problems, frustrations, or obstacles caused by the complexities of living conditions. _____ _____

⇒Overcomes lack of environmental structure and direction. (Needs emotional support and sympathetic attitude.) _____ _____

⇒Displays high degree of social reasoning and/or behavior and shows ability to discriminate. _____ _____

⇒Uses limited resources to make meaningful products. _____ _____

⇒Displays maturity of judgment and reasoning beyond own age level. _____ _____

⇒Is knowledgeable about things of which others are unaware. _____ _____

⇒Can transfer learning from one situation to another. _____ _____

*Adapted from materials prepared by Los Angeles Unified School District.

IDENTIFICATION PROCEDURES FOR HIGH-ABILITY LEARNERS

Guidelines on African-American Gifted Students

Focus on and acknowledge the strengths of gifted African American students.

Adopt broader and more comprehensive definitions of underachievement.

Help gifted African-American students to build positive social and peer relations.

Promote social competence and encourage biculturality among African-American students.

Teach African-American students how to cope with social injustices.

Involve families, African-American professionals, and community leaders in the identification, learning, mentoring, and counseling process.

Explore the quality and quantity of support systems and resources available to African-American students.

Integrate multiculturalism throughout the learning and helping process.

Counsel African-American students using their preferred learning styles.

From Ford, Donna Y. *Guidelines.* Research-Based Decision Making Series. University of Connecticut: The National Research Center on the Gifted and Talented.

IDENTIFICATION PROCEDURES FOR HIGH-ABILITY STUDENTS

Talent Pool Nomination

Student's Name _____ Date _____

School _____ ID # _____ Grade _____

Teacher _____

Academic Record

	CAT Score %	Report Card	Daily Work
Total Reading			
Total Language Arts			
Total Math			

Creative Thinking Skills

High Average Low

Leadership Ability

High Average Low

Enrichment experiences from which student would benefit:

Additional Comments:

Principal Signature _____

Teacher Signature _____

From Omaha Public Schools, Omaha, Nebraska.

IDENTIFICATION PROCEDURES FOR HIGH-ABILITY LEARNERS

Parent/Guardian Observation Checklist

Learning Characteristics

Name _____ Grade _____

School _____ Teacher _____

Scale: 4=Always; 3=Frequently; 2=Occasionally; 1=Never

Rate the student on the following characteristics.

_____ Displays an unusually advanced vocabulary for his/her age.

_____ Demonstrates an unexpected depth of knowledge in one or more subject areas.

_____ Has an unusually good memory; recalls facts easily.

_____ Has rapid insight into cause/effect relationships; wants to know how things work and what makes people "tick."

_____ Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things.

_____ Asks many "intelligent questions" about topics in which young children do not ordinarily have an interest.

_____ Is attentive and alert; usually "sees more" or "gets more" out of a story, film, discussion, etc. than age mates; retains information about the things s/he has observed; responds quickly to questions.

_____ Learns quickly and easily; requires little repetition.

_____ Is unusually aware of his/her surroundings and what is going on around him/her; is unusually attentive to details in his/her environment.

_____ Tries to understand complicated material by separating it into its respective parts; reasons things out for him/herself; sees logical and common sense answers.

_____ Is curious about things outside his/her immediate environment and/or experiences.

_____ Displays a high level of planning, problem solving, and abstract thinking as compared with age mates; may ignore details.

Additional comments regarding the child's learning characteristics (please use the back of this page as necessary):

IDENTIFICATION PROCEDURES FOR HIGH-ABILITY LEARNERS

Parent/Guardian Observation Checklist

Language Development

There are many ways in which a child may show unusual language ability. Some children may reach developmental milestones (first words, use of sentences, size of early vocabulary) earlier than other children of the same chronological age. Other children may demonstrate unusually mature verbal expression, understanding, or creativity.

1. Please describe any early milestones in your child's language development (e.g., first word, first phrases, use of complete sentences). Please note the ages at which these milestones occurred if you are able.

2. Does your child make up rhymes with real words?
   _____ yes
   _____ no, not yet
   If yes, at what age did s/he start? _____
   Please cite some examples:

3. Does your child comment on words that have two or more meanings such as "whole" and "hole" or "pair" and "pear"?
   _____ yes
   _____ no, not yet
   If yes, at what age did s/he start? _____
   Please cite some examples:

4. Does your child make/understand intentional puns or other plays on words?
   _____ yes
   _____ no, not yet
   If yes, at what age did s/he start? _____
   Please cite some examples:

5. In conversation, does your child use appropriately words that are highly abstract and/or complex such as "faith," "sincerity," or "sarcasm?"
   _____ yes
   _____ no, not yet
   If yes, at what age did s/he start? _____
   Please cite some examples:

6. Does your child like to make up stories, songs, poems, or scenes?
   _____ yes
   _____ no, not yet
   If yes, at what age did s/he start? _____
   Please cite some examples:

7. Can your child use more than one language?
   _____ yes
   _____ no, not yet
   If yes, at what age did s/he start? _____
   Which languages? _____
   How fluent is your child in these languages? _____

8. Does your child modify his/her language or change his/her tone of voice when speaking to younger or less mature children?
   _____ yes
   _____ no, not yet
   If yes, at what age did s/he start? _____
   Please cite some examples:

9. Please describe any other ways in which you feel your child uses language in a creative or mature way.

IDENTIFICATION PROCEDURES FOR HIGH-ABILITY LEARNERS

Portfolio Guidelines

Please choose three representative samples of work your child has done over the past month or two. Try to find things that demonstrate what you see as your child's particular strengths and/or work of which your child is particularly proud.

You may include anything you feel will help to give a picture of your child's abilities, interests, and ideas. Suggestions for items that you might want to include are:

- drawings, collages, paintings, or other art work
- writing (scribbles, random letters, words, stories, etc.)
- photographs of block structures or other constructions
- transcriptions of conversations between you and your child or between your child and someone else that seem to reveal advanced thinking
- recordings of original songs, poems, scenes, or skits
- work involving mathematical concepts such as calendars, patterns, math problems, etc.

From the Peabody School for Intellectually Advanced Children

IDENTIFICATION PROCEDURES FOR HIGH-ABILITY LEARNERS

GIFTED GIRLS AT RISK

The most vulnerable stage for gifted girls—the time when juggling friends, school and family seems like a never-ending struggle—often comes during junior high. Puberty sets in, and suddenly the feelings of comfort and security experienced during childhood are replaced by insecurity and emotional turbulence.

Barbara Kerr (1990) analyzed the lives of several eminent women in an attempt to learn how they managed to transcend the barriers to achievement that gifted women face. She found that scientist Marie Curie, writer Gertrude Stein, human-rights activist Eleanor Roosevelt, anthropologist Margaret Mead, painter Georgia O'Keeffe, writer, dancer, and political activist Maya Angelou and singer Beverly Sills had all or most of these factors in common:

1. As girls, they spent time alone, whether by choice or necessity.
2. They read voraciously.
3. They felt "different" or "special."
4. They received individualized instruction as children, often in their areas of future fame.
5. They experienced embarrassing social awkwardness in adolescence.
6. Rather than defining themselves in terms of their relationships with others, they had a unique sense of self.
7. They took responsibility for themselves and their own lives.
8. They had the ability to fall in love with an idea; they had the capacity to be intensely interested in something and pursue it wholeheartedly.
9. They refused to acknowledge limitations of gender.
10. They had mentors—men or women who nurtured their talents and provided them access to a profession.
11. They were able to integrate several tasks and roles—wife, mother, career woman, leader.

Early Socialization:

Girls are subtly taught to relate their failures, but not their successes, to ability. Make sure your child knows that she does have the capability to succeed and that achievements are due to her ability instead of luck.

Family or Career:

The conflict between the need for achievement and the desire for family values seems to affect the performance of gifted girls. They are often indoctrinated to think that they have a one-or-the-other choice. Help your child realize that both can be compatible.

The Female Role Model:

There are very few female role models, not afraid of their abilities, who can show girls how to display their intellect. Watch for women who can profoundly show that they're smart and who are confident enough to meet their potential with enthusiasm and assurance.

Alarm!

- In a Berkeley study, only 8% of women vs. 57% of men had four years of high school math. This locked 92% of college women out of many academic options which required four years of math.
- Studies indicate that gifted girls IQ scores drop in adolescence. Researchers hypothesize that this is the time that girls begin to perceive being gifted as undesirable for themselves.
- Highly gifted girls do not usually receive recognition for their achievements.
- Highly gifted girls aspire to careers having moderate rather than high status.

Helpful Hints

Young Girls:

- Dress your daughter in clothes in which she can be active and involved, rather than clothing that limits her to be a passive observer.
- Choose nonsexist toys that are manipulative and encourage problem solving.
- Take your child to your work place and explain your job to her.
- Pay attention to the television shows your daughter watches and screen them for inappropriate female role-typing.

Older Girls:

- Suggest books for your daughter that portray women in a variety of occupations and situations.
- Support your child emotionally when she is "thorny." This behavior is usually due to intensity of thought and feeling and can often be difficult to handle. Be loving!

IDENTIFICATION PROCEDURES FOR HIGH-ABILITY LEARNERS

Characteristics of Creativity in Culturally Different Students

1. Repeats activities so that he/she can do them differently;
2. Invents imaginative lies;
3. Shows that he/she sees hidden meanings, cause-and-effect relationships that are not obvious;
4. Writes and illustrates stories without being asked to do so as an assignment;
5. Utilizes free time by making up games or making something from paper and material scraps as opposed to more structured activities;
6. Finds many answers to situational questions;
7. Lets his/her imagination "run" when writing a story; sees more possibilities;
8. Finds activities for spare-time work with little or no additional help;
9. Decorates the border of his/her paper when doing an assignment;
10. Doesn't copy other children's ideas in art;
11. Builds and constructs thing using unusual materials: uses ordinary materials in different ways;
12. Interrelates his/her experiences and draws on them with ease in discussions;
13. Doesn't let classroom events go unnoticed; questions them;
14. Accomplishes things on his/her own without help;
15. Writes poems and stories in his/her spare time;
16. Asks unusual questions during class discussion;
17. Makes up his/her own ideas when the class does a project together;
18. Suggests to the teacher alternate ways of doing an activity;
19. Is willing to risk friendship to express his/her feelings or thoughts;
20. Enthusiastic about new activities in music and art;
21. Goes beyond what is required in class assignments; makes his/her work "fancier";
22. Comes up with fresh, original comments or an unusual correct answer when there is more than one correct answer;
23. Finds new ways to get attention;
24. Tries original ways to get out of work he/she doesn't want to do;
25. Takes the initiative when he/she wants to know something; reads or asks questions without prompting.

From Swenson, J.E. "Teacher-assessment of Creative Behavior in Disadvantaged Children." *Gifted Child Quarterly.* 22 (1978), 338-43.

IDENTIFICATION PROCEDURES FOR HIGH-ABILITY LEARNERS

Fifty-Five Personality Characteristics Related to Creativity

Adventurous
Aggressive
Ambitious
Assertive
Autonomous
Complex
Courageous
Curious
Dissatisfied
Dominant
Emotional
Energetic
Excitable
Experimenting
Expressive
Flexible
Humorous
Imaginative
Impulsive
Independent
Individualistic
Industrious
Inner-Directed
Internally Controlled
Introspective
Intuitive
Liberal
Non-Conforming
Open
Open-Minded
Original
Perceptive
Persevering
Playful
Prefer Complexity
Questioning
Radical
Recognition Seeking
Reflective
Resourceful
Risk Taking
Self Aware
Self Confident
Self Sufficient
Sensation Seeking
Sensitive/Perceptive
Thorough
Tolerant of Ambiguity
Tolerant of Disorder
Tolerant of Incongruity
Unconcerned with Impressing Others
Unconventional
Uninhibited
Varied Interests
Versatile

From Davis, Gary A. and Sylvia B. Rimm. *Education of the Gifted and Talented*, 2nd ed, Needham Heightt, MA: Allyn and Bacon, 1989.

Chapter 4
Evaluation of the Identification Process

"Evaluation is a form of disciplined inquiry, the purpose of which is to produce information to assist in making informed value judgments."

Montana Office of Public Education

INTRODUCTION

Part of change is the capacity to evaluate its effectiveness. As Nebraska school districts move toward implementing Legislative Bill 647 in answering the needs of high-ability learners in the state, each school/ district must determine how effectively it has identified its high-ability students.

Since evaluation is an ongoing process, it begins the moment a school/ district establishes its Identification Committee to construct a plan for high-ability learners. All experiences, information, and suggestions continue to loop back both to this committee, which is an overseeing body, and to the Implementation Committee that implements the plan. The Committees are responsible for fine-tuning the plan and for future decision-making based on what is and what is not working. Thus, to be effective, evaluation is continuous. From the planning stage, to the nomination stage, through the identification stage, evaluation feeds information into the system. These data allow schools and districts to adjust, rework, and update ways they are achieving their goals in identifying students and serving them.

Evaluation, according to David Fetterman (1993), must be accurate, practical for the target audience, realistic, ethical, the result of carefully kept documentation, and a comparison of goals with outcome. It should include input from students, parent(s)/guardian(s), teachers, and others involved in the process of constructing an identification plan for the school/ district (*Evaluate Yourself* , pp. xixff).

Five questions need to be answered in evaluating the identificatio process: Why evaluate? What is to be evaluated? Who evaluates? How does one evaluate? What does one do with the evaluation?

WHY EVALUATE?

> Learner with high ability shall mean a student who gives evidence of high performance capability in such areas as intellectual, creative, or artistic capacity or in specific academic fields and who requires services or activities not ordinarily provided by the school in order to develop those capabilities fully (LB 647, State of Nebraska).

A rather large gap often exists between theory and practice. The definition of a high-ability learner afforded by the Nebraska statutes is a theory. But how is a school/district to make that theory real? How does a school take ability to think, reason, judge, invent or create and establish criteria for identification of its high-ability learner population?

Evaluation is a tool that aids a school or district to make the theoretical real, to render practical the ideas about high-ability learner identification. Each school must look at itself and its approaches without bias to ascertain whether it has fulfilled its own mandate toward its goals of identification.

In the next few pages are suggestions, sample forms, and approaches to aid a school/district.

Jenny stood her ground. "All right, so I've failed AP twice and have not done well in most of my academic classes," she said . . . . Perhaps Jenny was one of those kids who was LD as well as gifted . . . .

Primarily, evaluation includes "planning" as well as end-result. Both in its formative and summative phases, evaluation is a tool that helps establish where a school has been, where it presently is, and where it hopes to move in the future. Evaluation establishes a timeline and a process or procedure by which identification can be incrementally introduced and implemented in schools/districts across Nebraska.

WHAT IS TO BE EVALUATED?

> Jenny stood her ground. "All right, so I've failed AP twice and have not done well in most of my academic classes," she said to the Gifted Facilitator. "But that's no reason for me to take the easy way out. I should not take simpler courses. That isn't the problem. I should not just put in my time and get a degree. That's not right for me . . . or for you, either."

> The Gifted Facilitator recognized the essential truth of Jenny's statement. He had not thought much about Jenny, the person, only about Jenny the 145 + I.Q. student who was in danger of not graduating from high school because of failed classes, lack of motivation, lack of attention: the litany of teacher complaints had continued for many years. He had been being expedient; she, he realized, was being ethical. What to do?
>
> Perhaps Jenny was one of those kids who was L.D. as well as gifted. He hadn't considered that before. Perhaps it was more than a lack of motivation. Had Jenny been given a chance? Since gifted identification in his district had always and only been measured by I.Q., he hadn't thought much about the Jennies of the world other than to be frustrated by their apparent laziness, procrastination, and boredom in class.
>
> "All right, Jenny, I tell you what I'll do. Let me see what you do well, what you like to do. Show me what you spend your time with, and we'll go from there . . . . Perhaps I need to know something more about you, the person, rather than you, the 'gifted student'" . . . .

Jenny is typical of a student who is gifted, has been identified using an I.Q. score, but is still not "identified" wholly or fully by the school/district. So, what does a school/district need to evaluate about its identification process?

Identification of high-ability learners should be evaluated on the following outline:

- the beliefs, philosophy, values on which a school/district determines its referral and identification of high-ability learners;
- identification of policies and procedures as general principles and theories regarding high-ability learners;
- the application of referral and identification to underserved populations;
- the development of staff and its importance in referral and identification;
- the future: how identification will continue and/or change.

The beliefs, philosophy, values on which a school/district determines its referral and identification of high-ability learners

A school/district must determine its own selection philosophy and values associated with its high-ability populations. There are, however, certain commonalities among identifications of high-ability learners, not the least of which is, as Joseph Renzulli (1990) says, the end-result or goals of identification procedures: "To develop creativity and/or task commitment" in our students; "to provide learning experiences and support systems that promote the interaction of creativity, task commitment, and above average ability" in students; and to provide opportunities . . . for the development . . . of gifted behaviors" (*A Practical System* . . . , p. 11). However, none of that can happen until and unless each school or district has a commitment to expanding identification not only in the types of students served, but also in the ways students are perceived as gifted.

Each school strives to achieve a community approach to identifying high-ability learners. This includes parent(s)/guardian(s), community members, administrators, teachers, counselors, students, and peers. An evaluation of the effectiveness of such an approach should be made [see Appendix—"Evaluation of Identification Procedures: Assessment Guide"]. Identification of students includes referral and the process of identification itself. Referral is the means by which students are noted as potential recipients of services for high-ability learners. Therefore, approaches to and types of nominations become important in the referral process, including nominations by teachers, parent(s)/guardian(s), peers, and self. Approaches to identification might be enlarged to include such means as portfolios, demonstrations, outside school activities, work samples and products, and a student's capacity to write autobiographically and in self-demonstrating reports.

Schools need . . . to evaluate how well they have moved away from I.Q. as the sole measure of giftedness.

Identification of policies and procedures as general principles and theories regarding high-ability learners

In order to fulfill the beliefs and philosophies cited above, one approach for schools and districts is to evaluate how well they have moved away from I.Q. as the sole measure of giftedness. I.Q. has been a

traditional means of identifying student giftedness. However, it is an incomplete measure in that it tends to overlook those who are not good test-takers, those who are not solely logical/cognitive gifted, and those whose background does not allow them equal access to linguistic learning. Moving away from I.Q. as a sole measure of giftedness requires teachers to respond to other measures of assessing high-ability populations.

Some characteristics that high-ability learners have in common can be evaluated for identification purposes. As Mary Frasier suggests: "Ten core attributes [are] identified: communication skills, imagination/creativity, humor, inquiry, insight, interest, memory, motivation, problem-solving, and reasoning" (*Core Attributes* , p. v). These "core attributes" are expanded in a number of ways. Joseph Renzulli (1990) discusses an adaptive approach when he says, "Highly productive people are characterized by three interlocking clusters of abilities . . . above-average abilities, task commitment, and creativity" (*A Practical System . . .* , p. 9). Other researchers identify gifted characteristics in other ways.

Yet what scholars cite is the idea that whether a student is from the majority culture or a member of an underserved population, it would seem that there are certain characteristics students of high ability have in common. It is often difficult to identify students from other cultures, which may value behaviors different from those traditionally valued in the classroom.

Low test scores and grades had caused Nathan to be in special education programs and adjusted classes . . . yet, that young man could think.

Therefore, one requirement in evaluating general identification processes for high-ability learners is to use a checklist to determine whether a school has noted what characteristics in students it wishes to identify. Enclosed is a sample checklist to help a school or district in the evaluation of its gifted populations [see Appendix—"Evaluation of Identification Procedures: Checklist of Characteristics for High-Ability Students"].

A school or district must evaluate how effectively it has identified, by means of expanded identification processes, students with high-ability, not simply through I.Q. measures.

The application of referral and identification processes to underserved student populations

> He sat in the back row, this seventeen-year-old. He never handed in out-of-class written work, and when asked to write in-class, Nathan squirmed and coughed, scrunched his forehead, and strove mightily to turn in anything, anything at all. Forty minutes later, as other students handed in two or three single-spaced pages, Nathan's papers were often a cramped two-sentence fragment: ideas really, but nothing to hold these few words on his paper together. Yet when called upon in class to discuss, say, Shakespeare's intentions in his construction of the character of Macbeth, Nathan raised his hand immediately, then launched into a discourse on Macbeth's sensitivity coupled with political excesses, the peculiar and mightily created combination of personhood and power in Shakespeare's character. Low test scores and grades had caused Nathan to be in special education programs and adjusted classes throughout his high-school years. Yet, that young man could think. He quit school at seventeen before graduation, never having been identified for the abilities he had.

Not only have non-linguistic-ability students often found themselves outside the norm in high-ability identification, but also minority students, women, students with disabilities, and students with talents such as art, dance, and music. These are students who do not fit the one-dimensional standard of "giftedness," i.e., articulate, cognitive test-takers.

Non-linguistic-ability students have often found themselves outside the norm in high-ability learner identification.

Nevertheless, as Mary Frasier and A. Harry Passow (1995) write, "[W]hen passing the Jacob K. Javits Gifted and Talented Students Education Act of 1988 (P.L. 100-297), Congress reasserted the conviction that youngsters with talent potential are found in all cultural groups, across all economic strata, and in all areas of human endeavor" (*Toward a New Paradigm . . .*, p. vii). Yet, any number of students from underserved groups find themselves outside the mainstream of identification for high-ability learner programs, as Sally M. Reis, Terry W. Neu, and Joan M. McGuire (1995) suggest in quoting Whitmore and Maker, "Intellectually gifted individuals with specific learning disabilities are the most misjudged, misunderstood, and neglected segment of the student population and the community."

The school's/district's job is to evaluate how effectively it has succeeded in reaching such populations through its identification

programs. Two means of achieving a larger pool from which to identify gifted students are: extending the pool of those who nominate students for the program, and expanding the means by which students are judged as gifted [See Appendix—"Evaluation of Identification Procedures: Sample Progress Report"].

Frasier and Passow (1995) continue with the idea that programs that succeed in identifying underserved students are those which, among other things, accept intelligence as multi-faceted, recognize "multiple manifestations of giftedness," emphasize identification assessments that occur over time, and develop a philosophy of inclusiveness rather than exclusivity (p. xv).

To determine effectiveness in identifying students other than majority students, a school might ask the following questions as it moves toward evaluating its effectiveness in identification procedures [Adapted from Carolyn M. Callahan, Carol A. Tomlinson, and Paula M. Pizzat]:

"One of the reasons given to explain the under-representation of underserved . . . students . . . relates to the ability of educators to recognize their display of 'gifted behaviors.'"

- Does the school accept intelligence as multi-faceted?
- Does the school see giftedness as manifested in a number of ways and in a variety of contexts and cultures?
- Does the school assess students for its gifted services over time and not by one end-product or observation?
- Does the school attempt to collect a wide variety of information on the student?
- Does the school have a philosophy of inclusiveness which incorporates lower socioeconomic students, females as well as males, members of minority groups, students with disabilities, rural as well as urban students, students with talent as well as those with academic abilities?

[See Appendix—"Evaluation of Identification Procedures: Underserved Populations"].

The development of staff and its importance in referral and identification

> [I]t is consistently observed that gifted and talented children who are members of minority populations, who have limited proficiency in the English language . . . , or who come from economically

disadvantaged families and areas are underrepresented in programs for the gifted . . . . One of the reasons given to explain the underrepresentation of these students in gifted programs relates to the ability of educators to recognize their display of "gifted behaviors" (Frasier, 1995, p. vii).

Teachers' ability to make accurate observations is critical in creating the pool of students to be considered for gifted . . . participation . . . . Teachers are in a good position to provide a wealth of information about children that is not accessible through tests . . . . Teachers feel uncertain about the core characteristics of the gifted child (Mary M. Frasier, *Educators' Perceptions of Barriers to the Identification of Gifted Children* . . . . , pp. viii, x).

Teacher nomination plays an important role in . . . identification.

[T]eacher nomination plays an important role in . . . identification (Joseph Renzulli, "A Practical System for Identifying Gifted and Talented Students, " p. 12).

In this study teacher nominations were considered to be a more important measure than usual in that standard measures of academic achievement could not be used (Carolyn R. Yewchuk and Mary Ann Bibby, "Identification of Giftedness in Severely and Profoundly Hearing Impaired Students," p. 44).

Teachers often think of high-ability learners as those who, through traditional testing, effective school records, and a quietly disciplined attentiveness, conform to a norm. As Mary M. Frasier, Jaime H. Garcia, and A. Harry Passow affirm, "Minority and economically disadvantaged students are not referred for programs for the identification of gifted to the same extent as majority students and are thus denied further consideration . . . [because of] teacher attitudes toward and knowledge about minority students" (*A Review of Assessment Issues in Gifted Education* . . . , p. v).

If tests are used correctly, they can provide a great deal of information. However, test scores alone give limited data. In some population groups, intelligence tests may not provide enough information. The expense of standardized tests and a licensed school psychologist limits some districts.

As long as media and public evaluate test scores and students need high scores to enter colleges, we need to work with students who are poor testers and seek a wider variety of identification tools. We should use standardized tests. However, we need to understand their

limitations and help teachers to develop skills in recognizing high abilities and talents as they work with their students.

Teachers are the first line of referral for identification; consequently, staff development to aid teachers in learning about alternative measurements for gifted identification, such as portfolio, interviews, questionnaires, demonstrations, and other means of identifying students, is of prime importance in a district or school.

To evaluate the effectiveness of staff development programs, teachers are asked to answer before-and-after questions [See Appendix—"Evaluation of Identification Procedures: Staff Development"]. The results of staff development will not only determine the effectiveness of the current school's identification program, but will help determine changes in the high-ability learner plan for the school's/district's future.

Evaluation is part of planning . . .

The future: how identification will continue and/or change

Since evaluation is part of planning, the identification process for students who might receive services as high-ability learners requires that the school/district ask itself four major questions as it develops and implements an identification plan:

1. What is the school/district currently doing with the identification of high-ability learners?
2. What is the school/district hoping to accomplish in identifying high-ability learners?
3. By the end of a given period (timeline) have more students who have been traditionally underserved with gifted services been identified for and provided with the school's/district's gifted services? What is the school/district doing to identify the specific social, personal, academic, and vocational needs of high-ability learners? By identifying these needs, the school is able to meet such needs.

In looking at these questions, the school/district is comparing itself and its goals with its future. Let's look at each question individually.

1. *What is the school/district currently doing with the identification of high-ability learners?* This question implies that the school/district has some kind of procedures in place for identifying its gifted population. To ascertain what the current referral and identification procedures consist of, an assessment must be made. This can be achieved by two approaches: numerical and qualitative.

Numerical data can be obtained from current records:

- How many students from each grade have been identified as high-ability learners?
- What is the breakdown of the high-ability learner population? [See Appendix—"Evaluation of Identification Procedures: Sample Progress Report"] This would include the number of students who are male/female per grade level; the number of minority students identified; the number of students from other traditionally underserved populations, such as students with disabilities; the number of students who show talent in the fine arts, etc.
- When were current students first identified?
- How were such students identified (by what means)?
- What means are currently employed in the identification of students?

What is the breakdown of the high-ability learner population . . . male/female . . . minority . . . students with disabilities . . . students . . . in the fine arts?

Qualitative data may be obtained through questionnaires to various groups, including teachers; parent(s)/guardian(s); students (current and former); community members; administrators; board of education members. Such questionnaires can include the following types of questions:

General Questions for All Groups:

- How effective is the school's/district's identification of high-ability learners? On what do you base your response?
- What is your perception of the typical high-ability learner; specifically, describe the typical high-ability learner in your own words. On what do you base your prototype?
- When are students typically identified?
- How are students typically identified for services?

Specific Questions for Teachers:

- What primary bases have you used in the past to identify high-ability learners?
- What problems, if any, have you perceived in the identification of students?
- Have you had in the past sufficient information to identify high-abilility learners?

Specific Questions for Parent(s)/Guardian(s):

- In the past, what measures have been used in your school or district to determine whether a student is a high-ability learner?
- What problems have you perceived in the identification of students?
- Has your son/daughter been identified as high-ability learner? If so, when and how? If not, should s/he have been, from your perspective? Why? Why not?
- Have you received sufficient information from the school/district about its identification procedures?

Specific Questions for Administrators; Board of Education Members:

- Have you been satisfied with the identification process for high-ability learners in your school/district? Why? Why not?
- What is the primary profile of the students your school/district has identified for services?
- Has the school/district in the past had a sufficient means of informing parent(s)/guardian(s), students, and the community about its identification procedures?

Specific Questions for Community Members:

- What kinds of students have typically been identified as high-ability learners in your community?
- Do you know how high-ability learners are identified for services in your community?

The school will want to project its goals in terms of types of students it would attempt to identify as high-ability learners . . .

2. *What is the school/district going to accomplish in its identification of high-ability learners?* This question implies that the school/district intends to change its approach in order to enlarge its potential pool of high-ability learners. That means a change of identification procedures and processes. Much of this manual is devoted to the methods available to open referral and identification of underserved groups.

The school/district will want to project goals, not only in terms of types of students it would attempt to include, but also a timeline by which it would hope to accomplish goals [See Appendix—"Evaluation of Identification Procedures: Sample Progress Report"].

3. *Finally, by the end of a given period, as projected by the district Identification Committee, have more students who have been traditionally underserved been identified and received appropriate instruction?* During each part of the evaluation phase, the intent of evaluation is to help in the planning of the identification process. Therefore, goals and objectives are set against accomplishments in order to ascertain what changes need to be made in process. In this way planning is an equal partner with evaluation.

WHO EVALUATES?

Those involved in the phases of developing the identification plan should likewise be involved in the evaluation, as should all constituency groups affected by the plan. Evaluation of referral procedures and identification processes should be carried out by the following groups.

- Members of the Identification Committee* (committee that develops the school's/district's identification procedures);
- Members of the Implementation Committee* (committee that reviews data and identifies learners with high ability).
- High-ability learners who have received services;
- Parent(s)/Guardian(s) who have had students receiving services;
- Parent(s)/Guardian(s) who have not had students identified as high-ability learners;

*The two committees could be merged into one committee.

- Teachers who have provided services to high-ability learners;
- Teachers who have been invited to refer students, using multiple assessment techniques;
- Administrators.

Evaluation procedures are comprehensive, ongoing, and developed by persons involved in . . . planning and implementation.

"Evaluation procedures are comprehensive, ongoing, and developed by persons involved in program planning and implementation" (*Texas State Plan and Guidelines for the Education of Gifted/Talented*, p. 9). The same can be said for evaluation of the first phase, the process of identification.

HOW DOES ONE EVALUATE?

> Gifted and talented children are those identified by professionally qualified persons, who by virtue of outstanding abilities are capable of high performance. These are children who [are] . . . capable of high performance includ[ing] those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination: 1. general intellectual ability; 2. specific academic aptitude; 3. creative or productive thinking; 4. leadership ability; 5. visual and performing arts; 6. psychomotor ability. It can be assumed that utilization of these criteria for identification of the gifted and talented will encompass a minimum of 3 to 5 percent of the school population (1972 Marland Definition, Public Law 91-230, section 806 from Pat O'Connell Ross, *National Excellence: A Case for Developing America's Talent* , p. 16).

We have not as a nation succeeded, even more than two decades later, in reaching the goals established by the Marland Definition and Public Law 91-230. How do we achieve success in identifying students more broadly than through I.Q. tests and how do we evaluate success in such identification processes?

"Evaluation is a form of disciplined inquiry, the purpose of which is to produce information to assist in making informed value judgments . . . for the purpose of improving what one is doing" (*Gifted Education Resource Guide*, Montana Office of Public Education, p. 53; some of the following material is adapted from this plan). Two types of evaluation for identification are recommended: formative evaluation and summative evaluation.

Evaluation is a form of disciplined inquiry . . . for the purpose of improving what one is doing.

Formative evaluation occurs during the planning stages of an identification process and includes: documenting the needs for identification procedures, documenting the case for expanding the identification processes of the school/district, and documenting the feasibility of implementing identification changes in the school/district.

Formative evaluation also occurs while the identification process is in progress and includes: documenting the fact that identification procedures have been implemented, assisting in determining what is and what is not effective in the implementation of identification procedures, and generating information to assist in making revisions in process.

Summative evaluation documents the results and impacts of new methods of identification and the effects on students, teachers, parent(s)/guardian(s), the community, and others.

Thus, by an approach both of formative and summative evaluations [See Appendices—"Evaluation of Identification Procedures: Sample Progress Report; Assessment Guide; Checklist of Characteristics for High-Ability Students; Underserved Populations; Staff Development"] the identification process is constantly feeding back into itself and its purposes. This relates goals and objectives to outcomes as identification is being created and implemented.

WHAT DOES ONE DO WITH THE EVALUATION?

She was one of only five African-American students in the school to which she had been bused, was the child of an interracial marriage, and had spent most of her life in a lower-middle-class neighborhood. Though popular with other students and accepted, she had just now begun to recognize her significant differences while studying Wole Soyinka's play, *Death and the King's Horseman*, for English. She had never aspired to be identified as gifted. Her language and writing skills just didn't seem feasible for a gifted child. She hadn't thought very much about that until this semester when everything flooded her with uncertainty. Her teacher had suggested she try reading Soyinka. She loved the play and now wanted to read more literature of minority writers, especially African-American writers. But she had never been

identified for gifted services in her school, and after this semester, she would be out of Ms. Jones' class, the one teacher who had stimulated her to do something. Without gifted services in all classes at her school, it would be the luck of the draw. Next semester's teacher was not known for his interest in working with individual students. Ms. Jones seemed to think that she had critical thinking and even communication abilities. But where to go from here?

The essential nature of an evaluation is to plan for the future of the district and for individual student planning, not to look retrospectively at what a school or district has or has not accomplished in the past. The essential nature of an evaluation of procedures for identifying high-ability learners is to give the young African-American student above a chance to access her school's services for high-ability learners and to continue the stimulation she received from one teacher who saw something in her others had not.

But where to go from here?

Evaluation of identification procedures has four goals in planning for the future of the school's identification of its high-ability learners:

- an incremental approach to change in its procedures for identifying high-ability learners;
- an ongoing process of change in identifying high-ability learners;
- a means by which teacher behavior in identifying high-ability learners can be affected;
- an ongoing commitment on the part of the school system and the community to continue involvement in adapting its identification processes.

"Historically, children who are hearing impaired have been placed in special programs based on their handicap, not their giftedness" (Carolyn R. Yewchuk and Mary Ann Bibby, "Identification of Giftedness in Severely and Profoundly Hearing Impaired Students," p. 43). The same can surely be said about all the underserved populations of students who are gifted but . . . . The "but" can range from gender to urban/rural split to color of skin to linguistic differences to physical and/or emotional disabilities to creative talent vs. academic giftedness to underachievers to a host of other "differences." In many such cases "children . . . have been placed in . . . programs based on their handicap, not their giftedness."

The purpose of evaluation of identification of high-ability learners is to help a school so that all its students will be served according to their giftedness, not their difference.

The final purpose, therefore, of evaluation of identification—what one does with the evaluative information—is to help a school/district so that all its students will be served according to their giftedness, not their difference.

Appendices for Evaluation of Identification Procedures (optional forms)

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EVALUATION OF IDENTIFICATION PROCEDURES

Sample Progress Report
(by numerical data)

	1997		1998	
	Fall	Spring	Fall	Spring
Nominators				
Teachers				
Parent(s)/Guardian(s)				
Peer				
Self				
Others				
Nominees				
All Students				
Males				
Females				
Minority Groups				
African-American				
Hispanic-American				
Native-American				
Asian-American				
Other				
Other Underserved Populations				
Learning Disabled				
Physical Disabled				
Other				
Others				
Types of Giftedness				
Academic				
Talent				
Creativity				
Leadership				
Motivation				
Others				
Approaches				
Portfolios				
Demonstrations				
Outside School Activities				
Work Samples/Projects				
Autobiographies/Self-Reports				
Interviews				
Classroom Observation				
Standardized Tests				
I.Q. Tests				

EVALUATION OF IDENTIFICATION PROCEDURES

Assessment Guide*

*This guide is adapted from one developed by the U.S. Department of Education Office, for Civil Rights, Region VII, Kansas City, Missouri.

Scale: 5=Always; 4=Almost Always; 3=Sometimes; 2=Not Often; 1=Almost Never

1. The district notifies students and parent(s)/guardian(s) about the availability and nature of gifted services.

   5 4 3 2 1

   Comments:

2. The district examines its criteria for identification of gifted students and access to gifted services to ensure equal access to those classes.

   5 4 3 2 1

   Comments:

3. If standardized test instruments are used, they are validated as appropriate for the purposes for which the district is using them for the subject population.

   5 4 3 2 1

   Comments:

4. The district provides trained staff to administer, evaluate, and interpret the results of the test instrument used.

   5 4 3 2 1

   Comments:

5. If the district uses subjective assessments as part of the process to identify high-ability learners, the district provides to its staff clear and specific guidance on how those assessments are to be made.

   5 4 3 2 1

   Comments:

6. Whatever criteria the district uses to identify high-ability learners, the district applies these criteria consistently among all students.

   5 4 3 2 1

   Comments:

7. The district examines student enrollments for its gifted services to determine whether those enrollments are proportionate racially, ethnically, in gender, among other-abled students, etc. based on the overall student enrollment in the school or grade. The district determines whether the reasons for the disproportion or imbalance are based on valid and nondiscriminatory reasons.

   5 4 3 2 1

   Comments:

8. Enrollment patterns indicate there is a significant disproportion between the number of minority (of all types) and non-minority students receiving gifted services at schools where such populations are available.

   5 4 3 2 1

   Comments:

9. Other Comments:

EVALUATION OF IDENTIFICATION PROCEDURES

Classroom Observation Checklist of Characteristics of High-Ability Students

At the end of each semester, each teacher is asked to fill in the following for each of his/her classes.

General Directions: How many students based on each of the characteristics listed below have you considered for gifted services in your classroom?

Characteristics	Number Observed	Names of Those Observed
communication skills; language facility		
imagination and creativity		
humor; a sense of the ironic		
inquiry and curiosity		
insights and original perceptions		
specific and specialized interests		
ability to remember; effective memory		
high motivation; commitment to task		
problem-solving effectiveness		
reasoning capacities		
capacity to predict from present information		
noticing and remembering patterns		
readily grasping concepts		
capability of abstraction		
synthesizing information		
learning more rapidly		
using variety of resources		
grasping central ideas		
expressing the complex simply		
probing limits of an argument		

seeing commonality in differences

paying attention even when the task is difficult

displaying a questioning attitude

generally independent

showing enthusiasm; emotional intensity

showing individuality

facility in manipulating abstract symbol systems

ability to generate original ideas

high moral thinking

leadership skills

EVALUATION OF IDENTIFICATION PROCEDURES

Underserved Populations

[The following material is adapted from Carolyn M. Callahan and Jay A. McIntire, *Identifying Outstanding Talent in American Indian and Alaska Native Students*, pp. 63-64, 1996; and from Carolyn M. Callahan, Carol A. Tomlinson, Paula M. Pizzat, *Contexts for Promise: Noteworthy Practices and Innovations in the Identification of Gifted Students*, pp. 90-91].

Each teacher would fill out the following at the end of each semester for each of his/her classes. The following characteristics are associated with gifted and talented students from underserved populations and should be used in collaboration with "Evaluation of Identification Procedures: Classroom Observation Checklist of Characteristics for High-Ability Students" and with "Evaluation of Identification Procedures: Sample Progress Report" (See Appendix).

How many students have you identified for gifted services based on the following criteria?

Characteristics	Number Observed
Creative Talent	
• improvises well with commonplace materials	_____
• invents ways to make improvements	_____
• often uses unusual methods of ideas	_____
• is self-confident	_____
• has many interests; displays curiosity about many things	_____
• is original in thinking	_____
• has a keen sense of intellectual playfulness	_____
• has a vivid imagination	_____
• applies traditional ideas in new ways	_____
• is highly symbolic	_____
• displays a keen sense of humor	_____
• is inquisitive	_____
• fantasizes; imagines	_____
• manipulates ideas by modification	_____
• is a risk-taker; adventurous; speculative	_____
• has different criteria for success	_____
• does not fear being different	_____
• creates stories, poems; imagines stories with detail	_____
• is sensitive to color, design, arrangement, etc.	_____
• is sensitive to melody, rhythm, form, tone, mood	_____
• demonstrates exceptional ability/potential to produce unusual work in one of the fine arts	_____

- demonstrates unusual ability to produce work in one of the practical arts (wood-working, handicrafts, etc.) _____
- shows interest in unconventional careers _____
- is emotionally responsive _____
- is open to irrational self _____
- has ability and desire to practice and complete projects on own _____
- enjoys doing things in new ways _____
- acts things out; enjoys drama _____

Other Non-Conforming Students

- responsiveness to the values of his/her culture _____
- understanding of the nature of his/her culture and appreciation for that culture _____
- special abilities as a spatial learner _____
- special abilities as a visual learner _____
- special abilities as a kinesthetic learner _____
- special abilities as a personal thinker _____
- is curious _____
- learns quickly through experience _____
- is quite concerned with issues of right and wrong
  appears to put a great deal of energy into one area while neglecting other areas/subjects
- is not easily satisfied with own products _____
- is self-critical, sometimes highly so _____
- is independent in thought and action _____
- takes initiatives _____
- shows leadership ability in his/her peer group _____
- seems capable of doing much better than school work shows _____
- is inconsistent in school work but seems capable of doing a lot better _____
- is bored with routine but gets engrossed in challenging work _____
- often evaluates and passes judgments on events and people _____

EVALUATION OF IDENTIFICATION PROCEDURES

Staff Development

Scale: 5=Always; 4=Almost Always; 3=Sometimes; 2=Not Often; 1=Almost Never

1. The school/district provides staff development opportunities to help teachers in the use of multiple assessment techniques in identifying students of high ability. Such techniques might include portfolio assessment, demonstrations, interviews, and other measures outside traditional I.Q. testing.

   5 4 3 2 1

   Comments:

2. The school/district provides staff development to help teachers in identifying students with giftedness in the area of the fine arts.

   5 4 3 2 1

   Comments:

3. The school/district provides staff development opportunities to help teachers identify minority students with high ability.

   5 4 3 2 1

   Comments:

4. The school/district provides staff development opportunities to help teachers identify high-ability learners in underserved populations, such as women.

   5 4 3 2 1

   Comments:

5. The school/district provides staff development opportunities to help teachers identify high-ability learners in underserved populations, such as inner-city urban youth or rural youth.

   5 4 3 2 1

   Comments:

6. The school/district provides staff development opportunities to help teachers identify high-ability learners in underserved populations, such as students with disabilities.

   5 4 3 2 1

   Comments:

7. The school/district provides staff development opportunities to help teachers identify high-ability learners in underserved populations, such as low-income students.

   5 4 3 2 1

   Comments:

8. The school/district provides staff development opportunities for teachers to help in the interpretation of multiple measures for assessing students for gifted services.

   5 4 3 2 1

   Comments:

9. Other Comments:

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